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**VIRGINIA CROSS ELEMENTARY  
LOW-PERFORMING SCHOOLS SUPPORT PLAN  
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# Chatham County - Virginia Cross Elementary School Support Plan

## BOY data review

Initial Meeting with Support Plan Point Person	Principal and ASIS Point Person. Can also involve coach and AP	On or before November 1, 2015	The support plan template will be completed with action items and a review of BOY data will occur.	None	Cullie and Abuckner met on October 22, 2015 to discuss needs of the schools and the types of support necessary. A follow up meeting on December 15 was held to check in and update the plan.	
Data Review meetings will occur after each major screening window.	Principal and ASIS Point Person. Can also involve coach and AP	After each testing window	Any data analysis of materials should be added to the support plan folder.	None	<a href="https://docs.google.com/document/d/13NKKQq1228X152EppX8y7mYVnK5d1V28CQyW0aEden1/edit">https://docs.google.com/document/d/13NKKQq1228X152EppX8y7mYVnK5d1V28CQyW0aEden1</a>	
Schools should create school-level instructional priorities/non-negotiables	Principal creates, ASIS staff will review, ASIS Superintendent will check for completion.	By November 1, 2015	The school-level priorities should be updated in the support plan folder for the school.	None	Uploaded in supporting documents folder.	
Schools should create and begin using a school-level instructional walkthrough tool.	Principal, AP, Coach, ASIS point person should check for completion.	By November 15, 2015	The school walkthrough data should be reviewed with support plan point person during each meeting.	None	<a href="https://docs.google.com/forms/d/1vUNJpn_LB5W0XCMXKXW12Y2ACPTCU70J0X1F8rWg/viewform">https://docs.google.com/forms/d/1vUNJpn_LB5W0XCMXKXW12Y2ACPTCU70J0X1F8rWg/viewform</a>	
Provide each staff member with RIGOR wheels from Monitoring Minds. Provide training for staff on Rigor	ASIS Superintendent will purchase, Principal, AP Coach will distribute and train	By December 1, 2015	Collection of agenda and materials from PD offered, evidence of rigor in walkthrough data	\$5,000 for Rigor wheels for all staff provided by ASIS funds.	Purchased and distributed at the November 4th principal meeting. Reviewed with staff at a meeting focused on starting with questioning strategies and having 2-3 higher level questions for guided reading groups.	
Attend Rigor training provided by Barbara Blackburn	ASIS Superintendent will coordinate, Principal, Coach, ASIS Specialist will attend	December 11, 2015 and February 12, 2016	Sign in sheets and materials from PD session, Walkthrough data increase in rigor questions	\$6,000 total for the district to be provided by ASIS PD funds. \$2,000 for books for each participant.	Second training will be in February. Ms. Buckner has already ordered Rigor in Schools and Rigor with Students with Special Needs text in order to further support her staff.	
Attend scheduling training at PTEC with Richard Dewey	ASIS Superintendent will coordinate, Principal and team will attend	10/19/2015	PTEC PD logs	ASIS will cover cost of subs. Schools will cover cost of mileage	A team of teachers from across the school attended the training. They came back and shared the big ideas from the session with Ms. Buckner. The team as agreed to lead discussions regarding scheduling priorities with the staff and/or School Improvement Team. They have also agreed to help collaborator to create the 2016-17 master schedule.	
Attend Poverty Training at PTEC with Eric Jensen	ASIS Superintendent will coordinate, Principal and team will attend	4/6/2015	PTEC PD logs	ASIS will cover cost of subs. Schools will cover cost of mileage		
PLC Training for Admin and leadership team of up to 7 people (if your school has not attended)	ASIS Superintendent will coordinate, Principal will register, Principal will attend	During the 2015 school year	Attendance logs, evidence of PLC changes after visit	\$299 per person, allowance of up to 8 per school	A team of 6 teachers, Ms. Buckner, and the both coaches attended the training. Team time discussions during the training, helped the team begin to craft some questions around how to prioritize services for students who qualify for multiple supplemental services and how to schedule these. The team also clearly identified the need for more purposeful work on creating and analyzing data from common assessments. The Coaches, Ms. Moody and Ms. Masson have planned several PLC agendas to help model effective PLCs for each team. Discussions will be focused on data analysis and its implications for instruction.	
Guided math training for all K-5 teachers, with additional after school trainings based on feedback	Elem Director, Elem IPF, and coaches will deliver	On or before October 20	Surveys, PD materials, attendance logs	Cost for substitutes, various by school. Approx \$100 per teacher	Guided math training for all K-5 teachers took place in October 2015. Follow-up sessions based on teacher feedback occurred on December 9th. Additional sessions will follow in the spring. The school's math coach is also providing individualized support and modeling for teachers.	
Orton-Gillingham Advanced training for 3-5 grade teachers	Elem Director will coordinate, principal will ensure teachers attend	February 22-25, 2015. VCE will be able to invite 5 teachers	Attendance logs, training materials, student data	\$850 per teacher	A team of 5 teachers has been identified to attend the 4-day training in late February. This team will revamp the lesson format for Reciprope in the upper grades and lead the training for teachers.	
Marcy Cook materials to support guided math instruction in the classroom	Elem Director, Elem IPF, coaches will continue to support in the classroom with teachers	On or before November 24	Use Guided Math walk-through to provide feedback and support to teachers	\$1,800	Materials have been ordered and delivered and now in the hands of teachers. Monitoring use through lesson plan reviews and observations.	
Ongoing support and direction with the implementation of MTSS for Academics and Behavior through PLC support	Student Services Director, MTSS IPF, administration, coaches	Monthly PLC meetings	Monthly feedback notes	Cost of subs for training sessions if needed	Coach and Ms. Moody have scheduled a meeting with Ms. Reap-Klosy to discuss alternate ways to provide support services to students within the regular ed classroom. The weather has caused this meeting to be postponed twice.) Emily Long meets at least weekly with Ms. Buckner to provide targeted support for behavior strategies. Ms. Long also met with teachers to explore effective strategies for working with students diagnosed with ADHD in December.	
Battery training to both ESL teachers and dual language teachers delivered Karen Beeman from the Institute for Bilingual.	Ex Director for Middle Grades and ESL. Instruction will work with Assistant Superintendent and administrative support to coordinate dates and locations for training.	On-going throughout the 2015-2016 school year.	Sign in sheets and materials from PD session, Walkthrough data referencing the use of bridging, language supports in both Spanish and English.	Coverage for teachers to pay for substitutes, contract for guest speaker, catering for 12 sessions with ESL and DL staff	Battery training continues. December 14th ESL teachers had their third training.	

Master Schedule was adjusted to include an intervention/consultant role as a part to the MTSS implementation process	Principal will work with staff to determine specific intervention/consultant role. Principal will also work with curriculum coach and Classroom personnel to provide formative data. Ex. Director and IPF will ensure principal has access to on-going data and formative assessment data. Teachers will review classroom formative data weekly to inform instruction and student groupings.	Data review after each testing window. Ongoing review of formative data weekly.	PLC minutes/notes, student enrollment lists for JLE periods, student outcomes on various assessments	Costs to continue use of District assessments	Master Schedule
Literacy/TA reading and writing support	Executive Director, IPF, Coaches	October 12, 2015 review training, monthly Literacy TA support for coaches (online)	Sign in sheets from training and follow-up through coach meetings (monthly)	\$2000/school	Beginning of the year training with teachers and coaches. Monthly Literacy/TA sessions are available for all coaches to support staff.
ESL Coaching to continue our focus on our framework for instruction for ELL's (Building Background Knowledge, Making Learning Comprehensible, Using Language to Develop Higher Order Thinking Skills ) and writing effective language objectives. Coaching and feedback will continue for 2 additional days this year.	Carlos Oliveira (contracted service) along with the VCE instructional team, VCE Instructional IPF for ESL.	Spring semester 2016	Informal classroom observation will be tracked to document an increase in the use of technology as a tool for learning, an increase in the differentiation of instruction in the classrooms and teachers will receive feedback on their lesson planning surrounding their use of technology in the classroom. Student growth data will also be used to measure the impact of this strategy.	\$3,000	Conference with Mr. Oliveira on Dec. 18 to make plans for the Spring training.
ChromeBook pilot in 5th Grade (The district is providing an additional 20 Chromebooks to our hardware allocation. ) This will allow teachers greater flexibility and increase the amount of technology they can incorporate into their lessons. This will also support them in creating differentiated learning centers to support students growth.	Executive Director of Technology, District level technicians	December	Informal classroom observation will be tracked to document an increase in the use of technology as a tool for learning, an increase in the differentiation of instruction in the classrooms and teachers will receive feedback on their lesson planning surrounding their use of technology in the classroom. Student growth data will also be used to measure the impact of this strategy.	None	Chrome books have been purchased. ED of Tech to meet with teachers today to introduce them to Chromebooks and allow them time to play with them over break. Goal is to get the Chromebooks into the hands of the students by the end of January.
PLC coaching and intervention walkthroughs	MTSS Instructional Program Facilitator will coach PLCs and do intervention walkthroughs	On-going throughout the 2015-2016 school year.	Anecdotal notes from PLCs and walkthroughs and Google Document for PLC minutes	None	Darlene will come to next MTSS meeting on January 7th and with admin on the 8th to review MTSS with the school. Reviewing Tier II and III children.
The district will provide ongoing support for Beginning Teachers. This will include classroom observations, walkthroughs, video feedback, visits to master teacher classrooms, and principal and BT Champion follow up on a regular basis.	HR Asst, Superintendent, Principal, BT Champion	Ongoing from January-April	Mentor BT logs, video footage, mentor notes, etc.	Will vary by BT champion. District will pay hourly rate for the BT champions for each school.	Meeting to introduce the BT Coach role was held with Ms. Frazier on Jan. 28. BT Coaches will be trained Jan. 29 and will be ready to begin working with BTs the first week of February.
Progress Monitoring within regular classroom instruction PD	Claudia Laner, DPI RTA Literacy Consultant	Dec 8th meeting, follow-up on February 9 after Principal meeting on the 3rd		no cost	Dec 8 - Claudia met with VCE and SCE regarding progress monitoring with fidelity.

### Plan for Improvement Rubric – Feedback Form

<b>School Name:</b> Chatham County Schools		<b>School Name:</b> Virginia Cross Elementary School		<b>School Year:</b> 2015-16
<b>School Code:</b> 190		<b>School Code:</b> 190370		<b>Date Completed:</b> 11/20/2015

CRITERIA	Does Not Meet the Criteria	Meets the Criteria	Exceeds the Criteria	Feedback Notes
1. Student, teacher, and community demographics are included.	No demographic information about students, teachers, and the community are included or data is minimal.	Includes demographic information about students, teachers, and the community.	Includes demographic information about students, teachers, and the community, and changes over time are described and analyzed.	Demographic information on students, teachers, and the community provide a snapshot of the school community. The information provided provides a description; however, a deep analysis of the data could provide a richer context.
2. Current data on student achievement are included.	No student achievement data is included or data is limited or outdated.	Includes current data on student performance on state and local assessments for the past three years.	Includes data on student performance on state and local assessments for the past three to five years with an analysis of student subgroup performance for trends.	Trend data is included with some analysis of subgroup performance.
3. Student behavior data is included.	No student behavior data are included or student behavior data are limited to attendance, dropout/promotion, or discipline.	Attendance, dropout/promotion, and discipline data are included and an analysis with conclusions is provided.	Attendance, dropout/promotion, and discipline data are included with an analysis of student subgroup performance.	Attendance data is included with some analysis of tardy and early check out; however a connection to the impact on student achievement or growth is not mentioned. Students with chronic attendance issues are mentioned in the analysis; however, no specific numbers are reported. The discipline data reported indicates a decrease in referral incidents. Consider how this information impacts individual student growth and achievement.
4. Goals are Specific, Measurable, Attainable, Realistic, and Time-Bound (SMART).	Goals either are missing or appear to be random and/or unspecific.	Goals are SMART – they realistically and strategically support improvement needs and project a reasonable date of attainment.	Goals are SMART and strategically support improvement needs, project a reasonable date of attainment, and demonstrate that data are used as the basis for establishing and evaluating the improvement target(s).	Overall the goals contain elements of SMART goals and are aligned to the needs based on data. While achievement data is basis for evaluating target student achievement, consider how the school will determine along the way how the teachers, students and community can be assured progress is being made to achieve the goal. Focusing on these priority goals could potentially yield the desired outcomes. Consider in the math goal how the school can support K-2 math instruction to vertically ensure students are making necessary progress to show proficiency by third grade.



### Plan for Improvement Rubric – Feedback Form

<b>strict Name:</b>	Chatham County Schools		<b>School Name:</b>	Virginia Cross Elementary School		<b>School Year:</b>	2015-16
<b>strict Code:</b>	190	<b>School Code:</b>	190370	<b>Date Completed:</b>	11/20/2015		

CRITERIA	Does Not Meet the Criteria	Meets the Criteria	Exceeds the Criteria	Feedback Notes
<p><b>5. The vision of improvement is reflected in goals that are focused, data-based, tracked for progress, and understood by the community.</b></p>	<p>Goals are not aligned to the vision of improvement or are not informed by a data-driven needs assessment or by ongoing data gathering and analysis.</p>	<p>Goals are connected to the data gathering and analysis and are aligned with the vision of school improvement.</p>	<p>Goals are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms and increase student achievement.</p>	<p>Goals are connected to the data and aligned to the vision for improvement as well as the school vision for Learning, Leading, and Succeeding. Consider how an ongoing process for gathering and analyzing assessment information could be used to determine data driven and aligned instruction.</p>
<p><b>6. Research-based strategies have been identified based on needs.</b></p>	<p>Strategies are not directly aligned with needs and do not reference research-based models.</p>	<p>Strategies are aligned with needs.</p>	<p>Research-based strategies are directly aligned with needs.</p>	<p>Most strategies are aligned with needs and support the associated goals. Strategy #1 for goal 1 relies heavily on programs. Consider what the actual teaching pedagogy is then monitor teacher practice when implementing the researched best practice to build professional capacity. While programs are research based a question for reflection and discussion of the school improvement team may be, "Do the programs intended outcomes match the needs of the students in the school, the community we serve and the focus of our academic needs?"</p>
<p><b>7. Research-based strategies are evaluated for effectiveness.</b></p>	<p>Strategies have been implemented and there is no evidence of monitoring for effectiveness.</p>	<p>Strategies have been implemented and there is evidence of monitoring of effectiveness.</p>	<p>Research-based strategies have been implemented and there is evidence of ongoing monitoring for effectiveness.</p>	<p>It would appear some strategies are being implemented and monitored; however some strategies lack the research based connection. For example, strategy #3 for goal 1 indicates writing as a focus. When building language development for ELL students, speaking and listening are crucial building blocks for the more complex skill of writing. Also consider reviewing strategy 3 in goal 3 for research based evidences to support the focus on fluency.</p>
<p><b>8. Action Steps provide a logical path to goal attainment by addressing identified needs.</b></p>	<p>Action Steps are not clearly described, do not clearly address data-driven needs or are not aligned to the goal.</p>	<p>Action steps are clearly described, clearly address data-driven needs, and are aligned with the goal.</p>	<p>Action Steps are clearly described, address data-driven needs and include effective practices and a rationale describing how the activities support the attainment of the goal.</p>	<p>Overall the action steps align and are described; however, the rationale for how the steps will yield attainment is not consistently present in all action steps. The focus on vocabulary action steps are specific and identified has high leverage. This specific focused step provides an opportunity for all stakeholders to be involved in utilization of the identified vocabulary.</p>
<p><b>9. Action Steps include a plan for monitoring progress</b></p>	<p>A monitoring plan and procedures for plan revision do not exist or are unclear.</p>	<p>A monitoring plan and procedures for plan revision</p>	<p>An ongoing monitoring plan and procedures for plan revision exist and are clearly</p>	<p>The plan, do, check, act component of the plan provides a monitoring element for progress monitoring. In addition, implementation team members have been assigned as an accountability component. However, only a few procedures are</p>

### Plan for Improvement Rubric – Feedback Form

<b>School Name:</b>	Chatham County Schools		<b>School Name:</b>	Virginia Cross Elementary School		<b>School Year:</b>	2015-16	
<b>School Code:</b>	190		<b>School Code:</b>	190370		<b>Date Completed:</b>	11/20/2015	

CRITERIA  and a procedure for making adjustments.	Does Not Meet the Criteria	Meets the Criteria  exist and are clearly described.	Exceeds the Criteria  described with personnel and timelines identified.	Feedback Notes  in place with specific timelines. Consider how more frequent monitoring could provide information to ensure the desired outcomes are achieved.
<b>OVERALL:</b> <i>Including General Notes, Questions, Other, Etc.</i>	Inclusion of a professional development plan provides additional support for planning and alignment.			

# 2015-16 School Improvement Plan

**LEA or Charter Name & Number:** Chatham County Schools (#190)  
**School Name & Number:** Virginia Cross Elementary School (#190370)  
**School Address:** 234 Cross School Road  
 Siler City, NC 27344  
**Plan Year(s):** 2015-16  
**Date prepared:** June 2015

**Principal Signature:** \_\_\_\_\_ Allison Buckner \_\_\_\_\_  
 Typed Name Approval Date

**Local Board Approval Signature:** \_\_\_\_\_  
 Typed Name Approval Date

School Improvement Team Membership	
<i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i>	
Committee Position*	Name
Principal	Allison Buckner
Assistant Principal Representative	Chris Bowling
Teacher Representative	Cassidy Foushee,
Inst. Support Representative	Mary Clayton Liles
Teacher Assistant Representative	Vivian Headen
Parent Representative	Shirelle Lee
Teacher	Heidi Gaines
Teacher	Kathy Washington
Teacher	Kari Layman
Teacher	Liz Woods
Teacher	Rebecca Pickard
Curriculum Coach	Jenna Moody

\* Add to list as needed. Each group may have more than one representative.

## School Vision and Mission Statements for Virginia Cross Elementary School

**Vision:**

Learning, Leading, and Succeeding

**Mission:**

All members of the Pride will be valued and celebrated as individuals. Each one of us has something to contribute. Our students will

- recognize their own value and worth and appreciate one another's differences,
- become critical, creative and perceptive thinkers,
- and serve their families, communities and the world.

We will create a safe, supportive, positive, and challenging environment for the entire Pride. We will teach our students to be readers, thinkers, and leaders in the 21st century.

## Executive Summary for Virginia Cross Elementary School

Based your answers from the School Data and Summary Analysis please provide a brief (no more than 2 paragraphs) summary of your school's achievements and highlights last year as well as the areas for growth that you plan to focus on this up-coming school year. This could include special events, unique awards, or student/staff accomplishments not necessarily mentioned in last year's school improvement plan.

Accountability Results for the past 3 years are included below. During our analysis of the trends in our achievement data, we have noted that there is a slight gap in the performance between our Latino and African American students. Our African American students are often underperforming their Latino peers slightly. The gap is larger with African American males. There is also a disparity in the achievement between students in the Exceptional Children's program and their nondisabled peers. Our Students who are in the economically disadvantaged subgroup also underperforming their peers who live above federal poverty guidelines.

### 2014-15 Accountability Results

#### Percent of Students Proficient

3rd	4th	5th	Overall
CCR/GLP	CCR/GLP	CCR/GLP	CCR/GLP
Reading 29.2 / 46.9	24.4 / 38.9	21.6 / 27.0	25.4 / 38.5
Math 32.3 / 47.9	23.3 / 35.6	25.7 / 33.8	27.3 / 39.6
Science		25.7 / 40.5	25.7 / 40.5
School EOG Composite		26.3 / 39.2	

### 2013-14 Accountability Results

#### Percent of Students Proficient

3rd	4th	5th	Overall
CCR/GLP	CCR/GLP	CCR/GLP	CCR/GLP
Reading 29.4 / 45.9	28.4 / 37.3	21.7 / 34.9	26.4 / 39.6
Math 31.8 / 49.4	19.4 / 25.4	37.3 / 42.2	30.2 / 40.0
Science		33.7 / 53.0	33.7 / 53.0
School EOG Composite		29.1 / 41.8	

### 2013-13 Accountability Results

#### Percent of Students Proficient

3rd	4th	5th	Overall	
Reading	23.9%	12.9%	14.9%	16.7%
Math	25.4%	34.1%	24.1%	28%
Science			24.1%	24.1%
School EOG Composite			22.7%	

Our students demographic data is fairly consistent from year to year. Our student population is not reflective on the community demographics, however, because many Caucasian and African American students transfer to local charter schools or other schools within our district. Our staff demographic data still reflects that we have disproportionate number of Caucasian teachers despite our efforts to recruit staff members that more accurately reflect our student population. While our Economically Disadvantaged Population has declined slightly in recent years, our school continues to have the highest Free/Reduced Lunch student population in the school district.

### Demographic Data for 2015-16

#### Certified Staff

Hispanic 4%

Caucasian 88%

School Improvement Plan

African American 8%

Males 4%

Females 96%

Students

Hispanic 73.7%

Caucasian 6.5%

African American 16.2%

Asian .5%

Multi-Racial 2.7%

Overall student attendance at school is high. Our Annual Attendance Rate has been > 95% for the last 5 years. We do have a small number of students who have chronic attendance issues and those are referred to attendance court unless their is a documented medical rationale for the absences. We have approximately 10-15 late arrivals each day and about 15 early check-outs per day. Our school social worker follows up with families who have a large number of unexcused tardies and the principal follows up on unresolved issues as well.

Our number of office referrals has significantly decreased in recent years since our implementation of the Leader in Me program began.

2014-15 Overall Attendance Rate

Attendance Rate > 95%

Discipline Data

Total Number of Office Referrals

2014-15 199

2013-14 348

2012-13 450

In 2014-15, Virginia Cross Elementary focused in the implementation of Recipe for Reading, on the evidence-based strategy of summarizing, explored guided math research based practices and maximized our instructional time for learning. Teachers in our building continued to build up on and expand our implementation of Recipe for Reading, a multi-sensory phonics and decoding program. We had continued support from Teresa Davis, Curriculum Coach and Cathy Snipes, Title I IPF. Recipe for Reading was taught a minimum of 4 days a week for 30 minutes. The staff was also trained by Darlene Reap-Klosty on the strategy of summarization. Each grade level selected 2-3 summarization strategies to explicitly teach their students each semester in order to target their reading comprehension. Every grade level was trained in guided math instructional strategies by district support staff and participated in one of two book studies--Guided Math in Action or Comprehending Math. Teachers also had a school-wide focus on minimizing transition times both inside and outside of the classroom.

On the EOG tests, our students progress in reading remained relatively consistent. Overall our proficiency levels in math and science declined, however. But overall, we did achieve Met Expected Growth status and continue to maintain and nurture a mindset focused on increasing growth which I think will be vital to improving overall proficiency levels.

This year as a school, we will continue our focus of balancing exposure to grade level text with text on students' individual instructional levels. We will also continue our focus on Recipe for Reading and minimizing transition times. We have hired a part-time math coach to help address needs with core mathematics instruction and are asking all grade levels to implement guided math instruction. We will also focus on evidence-based instructional strategies for working with ELLs and having our students teach their families about the 7 Habits.

**Priority Goal #1 and Associated Strategies for Virginia Cross Elementary School**

**Area of Improvement and Supporting Data:**

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Reading Achievement in Grades K-5

<b>School Goal #1:</b>	Grades K-2: By June 2016, we will increase the number of students with proficient reading skills in grades K-3 from 22% to 42% as measured by the TRC. In Grades 3-5: By June 2016, we will increase the number of students with proficient reading skills as measured by the EOG in grades 3-5 from 25.4% to 45%.	
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	Relevant CCS Goal	Relevant Objective
<b>Supports this District Goal:</b>	CCS Will Produce Globally Competitive Students	Objective 2
<b>Target:</b>	K-5: The number of students proficient on the TRC will increase by 10% by the MOY (32%) and EOY (42%) benchmarks.	
<b>Indicator:</b>	TRC and AIMSWeb	
<b>Milestone Date:</b>	November 19, February 25, and May 27	

<b>Strategy #1:</b>	Continue to strengthen our core literacy instruction through the implementation of the Recipe for Reading program, the Interactive Read Aloud, and focusing on improving comprehension through fluency practice.
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Action Steps	
1	Train staff new to VCE in both Recipe for Reading and the Interactive Read Aloud, including funding substitute costs for one day of professional development.
2	Update all staff on refinements to the Recipe for Reading program implementation.
3	Continue full implementation of the Balanced Literacy Framework including exposure to grade level text. This will be monitored by assessing that all of the required components are evident in lesson plans and are being implemented as measured by informal and formal observation data.
4	Employ Curriculum Coach for an additional 20 hours a week in order to facilitate and lead training for staff in literacy including Recipe for Reading, Interactive Read Aloud, Guided Reading and Fluency Practice.
5	Hire 2 class-size reduction positions and one additional ESL teacher to lower class size and offer more language support during literacy time.
6	Continue fluency practice that is balanced between instructional level text and grade level text. The focus of our fluency practice will be on increasing understanding and comprehension rather than focusing on the number of words read per minute.

<b>Strategy #2:</b>	Maximize time for instruction by minimizing transition times both in and out of the classroom, including focusing on thorough and thoughtful planning and lesson preparation.
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Action Steps	
1	Review the current state of transitions in our school and the number of instructional minutes lost each day during transitions during a certified staff meeting. This presentation will include data from a sampling of transitions throughout our school on a given day.
2	Staff will share examples of tight transitions and examples of effective planning that maximize time for instruction. Sources for examples will include Edutopia, Teaching Channel videos and other relevant sources including examples used in our school.
3	Staff members leading tight transitions and those developing and implementing well-planned lessons will be nominated for recognition at each monthly staff meeting. Nominations can come from data collected during informal and formal observations by all school staff members.
4	Administrators will monitor transition times and report data to teachers at monthly staff meetings. The instructional team will select one type of transition to monitor each month. Examples could include bathroom breaks, walking to lunch, transitioning from one subject to another, etc.)
5	Reduce student to teacher ratio in order to provide more individualized, focused instruction by hiring 2 class size reduction teachers.
6	Organize quarterly planning half days for teachers at the end of first and third quarter by funding the cost of substitutes. This will enable teachers to complete collaborative long-range planning which will enable them to have more thorough and effective daily plans, maximizing time for instruction.

**Strategy #3:** Identify a systematic way of teaching vocabulary and writing to strengthen the overall literacy program of the school.

Action Steps	
1	Participate in ESL PD focusing an effective vocabulary strategies for ELLs with Carlos Oliveira.
2	Identify and share a systematic set of strategies for vocabulary instruction to be used in the school across content areas.
3	Collaborate to generate a list of high-leverage content vocabulary and Tier 2 vocabulary to be taught at each grade level.
4	Identify and pilot an explicit writing program that includes instruction in the craft of writing as well as grammar and conventions. The goal would be to select and seek district approval for a program to implement school wide in 2016-17.

**Strategy #4:**

Action Steps	
1	

**How will we fund these strategies?**

Funding Source	Amount
Local District Funds	1000.00
School General Funds	200.00
Federal Funds Title I	100,000.00

<b>Assigned Implementation Team:</b>	Jenna Moody, Heidi Gaines, Kari Layman, Chris Bowling, and Allison Buckner
<b>Title I Components</b>	Schoolwide Reform Quality & On-going PD Instruction by HQ teachers Pre-K transition

### Check

#### What data will be used to determine whether the strategies were deployed with fidelity?

Fidelity checks and support will be in place on a bi-weekly basis by Moody, Bowling and Buckner for Recipe for Reading. Teachers' lesson plans will also be posted in Planbook.com and will be routinely reviewed and discussed and fidelity checks for a match between plans and classroom instruction will be conducted by the administrative team. Administrators will monitor and offer both informal and formal feedback regarding tight transitions and the effectiveness of Reading instruction.

#### How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

We will examine Reading 3D, TRC, AIMSWeb and Fountas and Pinnell data as well as formative assessments during classroom instruction.

### Act

#### What do data show regarding the results of the implemented strategies?

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

#### Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

### Priority Goal #2 and Associated Strategies for Virginia Cross Elementary School

#### Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Leader in Me and Family Involvement

<b>School Goal #2:</b>	During the 2015-16 school year, VCE families will increase their awareness and knowledge of the 7 Habits. The number of meaningful family-student/school interactions revolving around the 7 Habits will exceed 3,000 interactions this year.	
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	Relevant CCS Goal	Relevant Objective
<b>Supports this District Goal:</b>	CCS Students Will Be Healthy and Responsible	Objective 1

<b>Target:</b>	November: 1000 interactions    February: 2000 interactions    May: 3000 interactions (Interactions will be tracked by teachers monthly based on specific criteria.)
<b>Indicator:</b>	Evidence of a completed 7 Habits activity examples may include student-family activities, recognition for desired behaviors, participation in student-led conferences, etc.
<b>Milestone Date:</b>	November 19, February 25, and May 27

<b>Strategy #1:</b>	We will continue implementation of the 7 Habits.
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Action Steps	
1	Students will receive direct instruction in each of the 7 Habits--with a special emphasis being placed on Habit 1--Be Proactive during Leadership Time.
2	School staff will incorporate 7 Habits language and concepts into content instruction and discussions with our students. This will be monitored through posted lesson plans and informal/formal observation data.
3	New staff will receive 7 Habits training. Substitutes will be funded for one day of professional development.

<b>Strategy #2:</b>	With guidance from VCE staff, students will develop and utilize Leadership Notebooks. Leadership Notebooks are a vehicle for students goal-setting and data tracking.
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Action Steps	
1	VCE Staff will receive follow up training regarding goal setting and action plan development through coaching with Dana Pennick, Franklin Covey Coach. We will also work to align school Wildly Important Goals with district and School Improvement Plan goals.

Action Steps	
2	After direct instruction in goal setting and action planning, students will create personal and academic goals and an action plan for achieving each of their goals. These goals will align with school and classroom Wildly Important Goals.
3	Students will practice how to effectively track, analyze and share their learning data during Leadership Time. Students will practice graphing progress monitoring data, analyzing their progress and how to show growth, and how to share their data in a student-led conference.
4	Individuals and classes will celebrate progress towards goals and the achievement of goals.

<b>Strategy #3:</b>	We will facilitate student-led and school-led 7 Habits activities that will increase parents' understanding of how the Habits can help their family be more effective. A special emphasis will be placed on Habit 1.
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Action Steps	
1	A survey will be sent home to parents to identify those interested and times that they are available to attend meetings about the 7 Habits. Meetings will be offered at times indicated by families in both English and Spanish.
2	The Adult and Student Lighthouse Teams will select 7 Habits activities to engage students and their families in learning about the 7 Habits. A major source of activities will be the Leader in Me website. Activities may include Family Nights, 7 Habits homework projects, student-led conferences, etc. The number of interactions will be measured as well as impact on families' knowledge of the 7 Habits.
3	Employ a bilingual interpreter to help facilitate communication at parent events and during day to day school interactions.
4	Hire a part-time parent involvement coordinator to help with translations of parent education materials and the organization of family events at the school.

<b>Strategy #4:</b>	
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Action Steps	
1	

**How will we fund these strategies?**

Funding Source	Amount
Local District Funds	10000.00
Federal Funds Title I	25000.00

<b>Assigned Implementation Team:</b>	Mary Clayton Liles, Liz Woods, Cassidy Foushee, Deisi Rocha, Shirille Lee
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<b>Title I Components</b>	Schoolwide Reform Inclusive decision making Integration of Services & Programs Parent Involvement
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### Check

#### What data will be used to determine whether the strategies were deployed with fidelity?

Fidelity checks by administration and the Lighthouse Team will occur and targeted support to students and staff will be provided as needed. School level trainers will train new staff in the 7 habits. There will also be monthly "booster shots" given to the staff through Weekly Updates and presentations at staff meetings. Parents will also be asked to give feedback about the quality of the sessions and activities they participate in and to explain how they can use the 7 Habits at home.

#### How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Student Leadership Notebooks, anecdotal records regarding students' use of the 7 Habits, data collection regarding students goal setting, staff observations during student-led conferences and completed family leadership activities

### Act

#### What data show regarding the results of the implemented strategies?

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

#### Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

### Priority Goal #3 and Associated Strategies for Virginia Cross Elementary School

#### Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Student Achievement in Mathematics

**School Goal #3:** The number of 3-5 grade students proficient on the Mathematics End of Grade test will increase from 27.3% to 47.3%

Relevant CCS Goal		Relevant Objective	
<b>Supports this District Goal:</b>	CCS Will Produce Globally Competitive Students	Objective 3	

<b>Target:</b>	BOY: 9% MOY: 29% EOY: 49%
<b>Indicator:</b>	Scholastic Math Inventory
<b>Milestone Date:</b>	November 19, February 25, May 27



**Strategy #1:** We will incorporate Guided Math in our mathematical instructional program.

Action Steps	
1	In PLC teams, teachers will create pre and post assessments to administer in class. These assessment results will guide whole group and small group math instruction.
2	Lesson plans and classroom instruction will be monitored for evidence of rigorous, meaningful instructional activities for students working independently. Teachers and administrators will assess independent activities using a district-created rubric for guided math.
3	Teachers will provide evidence of assessment data being used to plan differentiated, targeted instruction for small group time. This evidence will be referenced in lesson plans and PLC discussions/notes.
4	Hire a part-time math coach to provide professional development and support to strengthen core mathematics instruction.
5	Our part-time math coach will work with teachers individually and in PLC's to provide further information and training around the 8 Mathematical Practices.

<b>Strategy #2:</b>	Maximize time for instruction by minimizing transition times both in and out of the classroom, including focusing on thorough and thoughtful planning and lesson preparation.
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Action Steps	
1	Review the current state of transitions in our school and the number of instructional minutes lost each day during transitions during a certified staff meeting. This presentation will include data from a sampling of transitions throughout our school on a given day.
2	Staff will share examples of tight transitions and examples of effective planning that maximize time for instruction. Sources for examples will include Edutopia, Teaching Channel videos and other relevant sources including examples used in our school.
3	Staff members leading tight transitions and those developing and implementing well-planned lessons will be nominated for recognition at each monthly staff meeting. Nominations can come from data collected during informal and formal observations by all school staff members.
4	Administrators will monitor transition times and report data to teachers at monthly staff meetings. The instructional team will select one type of transition to monitor each month. Examples could include bathroom breaks, walking to lunch, transitioning from one subject to another, etc.)
5	Reduce student to teacher ratio in order to provide more individualized, focused instruction by hiring 3 class size reduction teachers.
6	Organize quarterly planning half days for teachers at the end of first and third quarter by funding the cost of substitutes. This will enable teachers to complete collaborative long-range planning which will enable them to have more thorough and effective daily plans, maximizing time for instruction.

**Strategy #3:** There will be an instructional focus on fluency with mathematics computation skills in order to increase mathematics proficiency.

Action Steps	
1	One instructional center during guided math will focus on math fact fluency practice that is grade-level appropriate.
2	Teachers will progress monitor students' computation fluency and set fluency class goals and help students set individual goals.
3	Instruction will focus on computation practice. Through modeling and explicit instruction teachers will help students recognize the connection between increased computational fluency and increased proficiency with problem-solving.

**Strategy #4:**

Action Steps	
1	

**How will we fund these strategies?**

Funding Source	Amount
Local District Funds	1200.00
Federal Funds Title I	20000.00

<b>Assigned Implementation Team:</b>	Kathy Washington, Rebecca Pickard, JoAnna Massoth
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<b>Title I Components</b>	Schoolwide Reform Instruction by HQ teachers Quality & On-going PD Integration of Services & Programs
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**Check**

**What data will be used to determine whether the strategies were deployed with fidelity?**

Math Coach Joanna Massoth with lead whole group, small group and individual professional development. The administrative team will monitor these strategies and lead discussions during post conferences, PLC meetings and certified staff meetings. Use of instructional strategies from our study will also be monitored.

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

Formative and summative feedback from our teachers, students' Classroom performance and achievement data on AIMSweb and SMI.

**Act**

**What do data show regarding the results of the implemented strategies?**

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

**Based upon identified results, are any changes to current strategies anticipated?**

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

## Professional Development Plan

### School Goal 1

<b>Related Strategies:</b>	<b>Strategy 1:</b> Continue to strengthen our core literacy instruction through the implementation of the Recipe for Reading program, the Interactive Read Aloud, and focusing on improving comprehension through fluency practice.
	<b>Strategy 2:</b> Maximize time for instruction by minimizing transition times both in and out of the classroom, including focusing on thorough and thoughtful planning and lesson preparation.
	<b>Strategy 3:</b> Identify a systematic way of teaching vocabulary and writing to strengthen the overall literacy program of the school.
	<b>Strategy 4:</b>

### Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
09/14/15	Recipe for Reading & Interactive Read Aloud Training for New Staff	Teresa Davis	All new K-5 Teachers	0.00	
09/15/15	Recipe for Reading Updates	Teresa Davis	All K-5 teachers	0.00	
Monthly Meetings	Tight Transitions	Allison Buckner, Chris Bowling and Master Teachers	All Certified Staff	0.00	
09/16/15	Strategies for Working with ELLs Part 1	Carlos Oliveria	All Certified Staff	2000.00	Local Instructional Funds
11/10/15	Strategies for Working with ELLs Part 2	Carlos Oliveria	All Certified Staff	2000.00	Local Instructional Funds

### Effectiveness/Fidelity

#### Describe the skills or practices intended as outcomes of these sessions?

- Refine Recipe for Reading practices
- Recognizing tight transitions, developing practices that support tight transitions, identifying times when transitions are most difficult to tighten, generating solutions to help create tighter transitions
- Developing a shared understanding of best strategies to support language development and literacy skills among ELLs.

**How will you evaluate the success of each of these sessions in meeting the intended outcomes?**  
Through informal and formal observations, classroom walkthroughs, data collection, assessment data

## Professional Development Plan

### School Goal 2

<b>Related Strategies:</b>	<b>Strategy 1:</b> We will continue implementation of the 7 Habits.
	<b>Strategy 2:</b> With guidance from VCE staff, students will develop and utilize Leadership Notebooks. Leadership Notebooks are a vehicle for students goal-setting and data tracking.
	<b>Strategy 3:</b> We will facilitate student-led and school-led 7 Habits activities that will increase parents' understanding of how the Habits can help their family be more effective. A special emphasis will be placed on Habit 1.
	<b>Strategy 4:</b>

### Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
Monthly Staff Meetings	7 Habits Booster Shots (addressing areas of need in a short, direct way)	Lighthouse Team Members	All VCE Staff	5000.00	Local funds
9/11/15	Foundations, Habits 1-3 for new staff	Bowling, Saunders, Buckner, and Meadows/Baxter	New VCE Staff	500.00	State Funds
TBD	AfterSchool Sessions for Habits 4-7 for new staff	SCE Trainers	VCE New Staff		
11/30/2015	Effective Leader in Implementation	Dana Penick, Franklin Covey	All VCE Staff	2600.00	Local Funds
01/25/2015	Effective Leader in Implementation	Dana Penick, Franklin Covey	All VCE Staff	2600.00	Local Funds
03/18/2015	Effective Leader in Implementation	Dana Penick, Franklin Covey	All VCE Staff	2600.00	Local Funds

### Effectiveness/Fidelity

**Describe the skills or practices intended as outcomes of these sessions?**

- staff implementation of effective personal and professional goal setting, being able to share their personal experiences and knowledge with students
- deepen staff understanding of the 7 Habits

**How will you evaluate the success of each of these sessions in meeting the intended outcomes?**

- WIG Scoreboards
- Leadership notebook checks
- student-led conferences
- survey data from staff

## Professional Development Plan

### School Goal 3

Related Strategies:	<b>Strategy 1:</b> We will incorporate Guided Math in our mathematical instructional program.
	<b>Strategy 2:</b> Maximize time for instruction by minimizing transition times both in and out of the classroom, including focusing on thorough and thoughtful planning and lesson preparation.
	<b>Strategy 3:</b> There will be an instructional focus on fluency with mathematics computation skills in order to increase mathematics proficiency.
	<b>Strategy 4:</b>

### Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
Monthly Staff Meetings	Tight Transitions	Allison Buckner, Chris Bowling and Master Teachers	All certified staff	0.00	
09/02/14	Summarization	Darlene Reap-Klosty	All Certified Staff	50.00	School funds
09/16/14	Summarization	Darlene Reap-Klosty	All Certified Staff	50.00	School funds
October-January	Guided Math in Action Vertical Book Clubs	Facilitators TBD	All Certified Staff	1000.00	Local funds

### Effectiveness/Fidelity

#### Describe the skills or practices intended as outcomes of these sessions?

- Recognizing tight transitions, developing practices that support tight transitions, identifying times when transitions are most difficult to tighten, generating solutions to help create tighter transitions
- Developing a shared understanding of summarization, identifying how summarization is beneficial to learning and for assessment, identifying and implementing summarization strategies in the content areas
- discuss guided math strategies, identify 2-3 guided math strategies to implement in the mathematics instructional program

**How will you evaluate the success of each of these sessions in meeting the intended outcomes?**

Through informal and formal observations, classroom walkthroughs, data collection, assessment data



INSERT SCHOOL LETTERHEAD HERE

October 30, 2015

Dear Parent/Guardian:

During the 2015 Legislative Session, the General Assembly made some changes to the definition of a "Low Performing School." G.S. 115C-105.37 (which was passed on October 1, 2015) states: "The State Board of Education shall design and implement a procedure to identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15." Subsequently, 583 traditional public and charter schools statewide have been designated as low performing.

Our school received a school performance grade of "D" and a growth status of "Met Expected Growth" and has therefore been labeled as low performing under the new definition. It is important to note, however, that of the 583 schools that were designated as low performing, only about 50% met expected growth. Our school is in that top 50% and is working towards moving to the next level. The performance grade does not take into account all the wonderful things taking place at our school each and every day that can not be captured in a test score or number.

The school performance grades are based on two factors: student growth 20% and student proficiency 80%.

For student achievement, the indicators and the proficiency standard or benchmark used for achievement in grades 3-8 include:

- Annual EOG mathematics (Level III and above)
- Reading EOG assessments (Level III and above)
- EOG 5th and 8th Grades Science (Level III and above)

We have worked with the district leadership to develop an improvement plan and will now do the following:

- Present the plan to the Chatham County Board of Education on November 9, 2015 at 5pm (Central Services Building in Pittsboro);
- Once authorized by the Board of Education, we will send the plan to the State Board of Education for review;
- The North Carolina Department of Public Instruction's (NCDPI) School Transformation Division will also review each plan and provide feedback;
- Following feedback from the State, our local Board of Education will give final approval to the plan; and
- The final plan for improvement will be posted on our district's website [www.chatham.k12.nc.us](http://www.chatham.k12.nc.us) as well as the NCDPI's website [www.ncpublicschools.org](http://www.ncpublicschools.org).

Our school is focused on continuous improvement, and I look forward to working with each of you as we continue working to provide the best education possible for all of our students. Please do not hesitate to contact me with any specific questions you might have.

Sincerely,  
[Name]

Principal, [School's name]

SPANISH VERSION HERE

INSERT SCHOOL LETTERHEAD HERE

Octubre 30, 2015

Estimados Padres y Guardianes:

En la Sesión legislativa de 2015, La Asamblea general del Estado señaló unos cambios decisivos referentes al significado de "Escuelas de bajo rendimiento". E.g. 115C-105.37 (que fue aprobado el 1 de octubre de 2015). "La Mesa directiva estatal de educación diseñará e implementará un proceso para identificar anualmente las escuelas designadas como "escuelas de bajo rendimiento". Las escuelas de bajo rendimiento son aquellas escuelas que han recibido una calificación de "D" (insuficiente) o "F" (reprobatoria) en su rendimiento escolar. Además recibieron una de dos posibles designaciones en la categoría de "Cumplir con el Crecimiento Académico Esperado" o al contrario, "Incumplimiento del Crecimiento Académico Esperado", definido en el E.G. 115C-83.15. Por consiguiente, 583 escuelas oficiales y escuelas *chárter* han sido designadas como "escuelas de bajo rendimiento".

Nuestra escuela ha recibido una calificación de "D" y una designación de crecimiento en la categoría de "Cumplir con el Crecimiento Académico Esperado" y por lo tanto se ha catalogado como escuela de bajo rendimiento bajo la nueva definición. Sin embargo, es importante tener en cuenta que de las 583 escuelas que fueron designadas con bajo rendimiento, solamente el 50% lograron una mejoría en el aprendizaje esperado. Nuestra escuela se encuentra en los primeros lugares del 50% y continuamos trabajando para pasar al siguiente nivel. La calificación de rendimiento académico no toma en consideración todas las cosas maravillosas que ocurren todos los días en nuestra escuela y que no se pueden capturar en una calificación de prueba numérica.

Las calificaciones del rendimiento escolar están basados en dos factores: 20% en el Crecimiento del estudiante y 80% en el dominio y aprendizaje del estudiante.

Con el fin de indicar el logro estudiantil y el nivel de competencia o puntos de referencia de los estudiantes en los grados 3-8 se incluye lo siguiente:

- Examen anual de Matemáticas de Fin de Grado (Nivel III y superior)
- Examen de Lectura de Fin de Grado (Nivel III y superior)
- Examen de Ciencias de Fin de Grado para 5to y 8vo grado (Nivel III y superior)

Estamos trabajando junto con el equipo directivo de liderazgo del distrito escolar para desarrollar un plan de mejoramiento que nos ayude hacer lo siguiente:

- Presentar el plan a la Mesa Directiva de Educación del Condado Chatham el 9 de Noviembre 2015 a las 5pm en la Oficina Central de las Escuelas del Condado de Chatham ubicada en Pittsboro;
- Una vez autorizado por la Mesa directiva de Educación, enviaremos el plan a la Mesa Directiva Estatal de Educación para que sea revisado;
- El Departamento de Instrucción Pública de Carolina del Norte (NCDPI) junto a la Directiva de Transformación Escolar revisará cada plan y proporcionará información con retroalimentación;
- Después de revisar la retroalimentación del Estado, la Mesa Directiva local dará la aprobación definitiva del plan; y
- El plan definitivo para el mejoramiento sera publicado en la pagina web: [www.chatham.k12.nc.us](http://www.chatham.k12.nc.us) como tambien en la pagaina web del estado NCDPI [www.ncpublicschools.org](http://www.ncpublicschools.org).

Nuestra escuela está enfocada en el mejoramiento continuo, y espero con interés trabajar con cada uno de ustedes a medida que seguimos trabajando para ofrecer la mejor educación posible para todos nuestros estudiantes. Por favor no dude en comunicarse conmigo por cualquier pregunta que pueda tener.

Sinceramente,

[Name]

Principal, [School's name]

# CHATHAM

## COUNTY SCHOOLS

### 2015-2016 SCHOOL SUPPORT PLANS PROPOSAL

**PURPOSE:** The purpose of the support plan process and meeting is to ensure that our schools and support staff are aware of current legislative requirements around low-performing schools and to increase the overall performance of schools who are designated as low performing, focus/priority schools, and schools not meeting growth.

#### 2014-2015 SUPPORT PLAN DATA REVIEW: (HOW DID OUR SUPPORT SCHOOLS DO LAST year?)

- 37.5% of support plan schools exceeded growth. NCE, JMHS, Bonlee
- 50% of support plan schools met growth. SAGE, SCE, VCE, CMS
- 12.5 % of support plan schools did not meet growth. Horton

#### WHAT WE KNOW AT THIS TIME ABOUT REQUIREMENTS: (SUBJECT TO CHANGE)

- **Low Performing Schools-** The State Board is requiring plans for all schools designated as low-performing. (D or F overall rating and a school growth score of “met expected growth” or “not met expected growth”)-[115C-105.37](#) Session Law 2015-241. CCS will have 3 schools in this category.
  - Within 30 days of designation, a plan for improvement must be submitted to the local board. (Oct 30)
  - Within 30 days of the receipt of this plan, the local board will vote to approve, modify, or reject the plan. (Nov 29)
  - The plan must be made public to the parents and staff of the school before the board votes on the plan. (Oct 31-Nov 8)
  - The local board must submit the approved plans to the state board within 5 days of the approval. (Nov 14th)
  - The local board must make the approved plan available on the LEA website. (*ASIS will post and submit all plans*)
  - The state board will make the plans available on the DPI website.
  - Parental notice is required to be given within 30 days of designation. (*Oct 30th*). Must include the following:
    - statement that the school has been designated as low performing including the legal reference.
    - the school grade received
    - information about the plan and where it can be located
    - The meeting date the plan will be discussed by the board.
- **ESEA Flexibility-** Focus and Priority Schools will be designated. This year will be a planning year. Actions will not take place until after January 2016 for any state requirements. There are 2 categories of schools, focus & priority schools. CCS has 3 schools in this category.
  - Code E- Tier I or Tier II SIG school implementing a school intervention model
  - Code F- Has largest gaps within school between highest performing students and lowest performing students
  - Code G- Has a subgroup with low achievement or if high school low graduation rate
  - Code I- Was a previous priority school and was unable to meet exit criteria
  - Code J- Was a previous focus school and was unable to meet exit criteria
  - Indistar- We are being told that focus and priority schools will use the Indistar rubric this year.
- **Schools not meeting growth-**do not have any state level requirements, but will have a local support plan due by November 15th. CCS has 3 schools in this category. Your plan will not go to the Board of Education but will be given to ASIS and SLT for review.

#### 2015-2016 SCHOOL DESIGNATIONS:

- Schools not meeting growth: PES, PHE, HMS- will have a local support plan due by November 15th
- Schools with an overall D Grade (Designation of Low Performing): SCE, VCE, CMS- will have to submit SIP plans to the state and will have a local support plan due by Oct 29th. The Board of Education will need to vote on these updated SIP and support plans and the plans must be uploaded to the state site within 5 days of approval. Parent notification must occur by the 30th.
- Schools with Title I focus or priority status: Will have to follow any ESEA guidance in January and will have a local support plan due by the 29th that will be shared with ASIS, SLT, and the Board of Education.
  - NCE- Focus code F
  - CMS- Focus code G/J
  - SAGE- Priority code E/I



- 8 schools total will have a local support plan. 3 schools will have ESEA support. 3 schools will be required to complete the steps for low performing designation.

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## SUMMARY OF OVERALL PLAN REQUIREMENTS FOR 2015-2016:

- Use a similar template as last year to document the action steps the district and schools will take for improvement.- [https://docs.google.com/spreadsheets/d/1GGko-NEpRoAFUo3iecP9e4KL7Ls28CU1bJK5m\\_lHedY/edit#gid=0](https://docs.google.com/spreadsheets/d/1GGko-NEpRoAFUo3iecP9e4KL7Ls28CU1bJK5m_lHedY/edit#gid=0)
- All Support Plan files will be stored in the following [Support Plan folders](#) in Google. All meeting notes and BT support notes will be documented in this location.
- Conduct an initial meeting to review the plans and begin work- October 20th 12:00-2:00
- Assign each school a point person (Aiken: Horton and CMS, Little: VCE, SCE, Fowler/Reap-Klosty: NCE, PHE Hartness: PES Batten: SAGE)
- Schools would have instructional visits on a more regular basis
  - Designated as Low-Performing- minimum of 3 visits
  - Focus & Priority Schools-minimum of 2 visits
  - Did not Meet Growth Schools- 2 visits
- Presentation of the SIP & Support Plan to Dr. Jordan and SLT- *more details to come soon*
- Meetings after each major benchmarking window with support plan point person assigned. Min of 3 data reviews.
- HR strategies to support Beginning Teachers, EVAAS training, evaluation calibration training (detailed below)
- [Instructional Priorities](#) will be set for the district and for each school- completed
- [District instructional walkthrough tool](#) to be utilized during school visits
- Each school should have an instructional walkthrough tool-principals should be conducting walkthroughs weekly
- [RIGOR](#) wheels for all certified staff at every school from [Mentoring Minds](#)- completed
- Rigor PD with Barbara Blackburn on December 11, February 12 \$6,000 plus expenses
- Scheduling PD for principals and school teams with Richard Dewey on October 19- completed
- [PLC teams to DuFour training](#) if school has not sent a team before. (ASIS funding would pay for this) \$7,000 per school
- Poverty Training with Eric Jensen for principals and a team from each school
- Dual Language training with Karen Beeman at DL schools to assist with biliteracy teaching strategies
- Each school will create additional support plan items in conjunction with the support plan point person and the school leadership team using the [following template](#)

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## HUMAN RESOURCES COMPONENT:

### Strategy #1

**Description:** Evaluation Calibration Training & Instructional Feedback Coaching w/ Cheryl Fuller (participants observe real-time lessons in designated schools and collaborate with Ms. Fuller and one another about rubric ratings and related instructional feedback).

**Timeframe:** 1-2 days (either whole days or a combination of half-days) dates TBD

**Projected Cost:** \$4,000 (\$2,000 per day)

## **Strategy #2**

**Description:** EVAAS training with focus on using the data to improve instructional outcomes. We will explore the options for including assistant principals as well (ex. schedule morning training for APs and afternoon training for principals). After the initial training, at least one follow-up session will be scheduled for principals to share progress updates/ideas related to data implementation.

**Timeframe:** .5 days for training and 1-2 hours for follow-up session, dates TBD (January)

**Projected Cost:** \$0

## **Strategy #3: Focused Support for Beginning Teachers**

**Description:** A “BT Champion” will be assigned to each school to provide focused support for beginning teachers. Specific responsibilities for BT Champions will include but may not be limited to:

- Regular classroom observations/walkthroughs by BT Champion, followed by feedback/coaching sessions with the BTs (minimum of 1 per week for each BT)
- BT Champion/BT collaborative review of videotaped BT lesson to evaluate instructional considerations and identify follow-up actions (minimum of 2 sessions for each BT)
- BT Champion/BT collaborative observation of at least 2 master teachers, followed by sessions to process instructional considerations and identify follow-up actions. Master teachers observed will be based on principal recommendations, and observations will be based on individual BT needs (ex. a BT struggling with guided math instruction will observe a teacher who is successful in that area).
- Regular BT progress feedback from BT Champion to principal. Feedback notes for each BT will be provided bi-weekly, and a face-to-face meeting with the principal will occur bi-weekly.
- Lesson plan reviews for BTs by BT Champion with corresponding feedback for BT bi-weekly.
- Lesson modeling and demonstrations by BT Champion in BT classrooms where appropriate.

School	Status/Designation	BT-1	BT-2	BT-3	Total
VCE	Low Performing	3	3	3	9
SCE	Low Performing	4	4	1	9
CMS	Low Performing & Focus School	1	1	2	4
PES	Did not Meet Growth	1	1	1	3
PHE	Did not Meet Growth	0	4	1	5
HMS	Did not Meet Growth	2	3	2	7
SAGE	Priority School for Title I	2	2	1	5
NCE	Focus School for Title I	0	3	2	5
<b>Totals</b>		13	21	13	47

**Timeframe:** December 1<sup>st</sup>-April 29th (18 weeks); may need conclude 1 week earlier in April (week of April 18<sup>th</sup>) and add a group planning week in November.

**Projected Cost:** TBD

## **Strategy #4**

**Description:** Mentor support for select principals. Possible mentor/mentee

**Timeframe:** January 4<sup>th</sup> – April 15 (14 weeks) @ 4 hrs per week/principal

**Projected Cost:** TBD based on selected mentor experience and fees required



# CHATHAM

## COUNTY SCHOOLS

### 2015-2016 SCHOOL INSTRUCTIONAL VISITS

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#### THE PURPOSE OF THE ASIS INSTRUCTIONAL VISIT IS TO:

- help make informed decisions about curriculum needs across the district.
- understand what supports teachers might need as we plan professional development.
- look for application of skills being covered in training sessions (fidelity to programs).
- better understand the unique challenges teachers have in schools across our district.
- assist principals in carrying out the walkthrough expectations as outlined in the [principal priorities](#).
- look for implementation trends of the [instructional priorities](#) across schools.

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#### STRUCTURE OF THE VISITS:

- In order to conduct more visits this year, the ASIS team will break into small groups of 4-8.
- The focus of the visits will be on the [ASIS walkthrough](#) items, which highlight the [instructional classroom priorities](#) as well as specific curriculum frameworks in the district.
- Each visit will have a “team leader” that will lead the visit and facilitate the debriefing session.
- Principals should share with staff the “purpose” of the visits but may decide if they wish for the visits to be announced or unannounced.
- Principals should let the ASIS staff know prior to a visit if there is anything specific he/she would like the team to observe.
- Principals should plan to participate in the instructional walk debrief session. We estimate this process taking about 2-3 hours depending on the size of the school. Typically 1-2 hours for the walk, and then a full hour debrief session.
- The debrief session will consist of the following parts: Bright spots, Areas of consideration/Reflection, Support Needed, and SIP check in.
- A written set of notes will be shared using the following forms and [folder](#) for each school. The notes will be shared with the school after the debrief session has occurred. *Principals should not share the written notes with staff as some meaning could be taken out of context.*
- Notes are for administrative purposes only. Everyone can access the folder but only ASIS staff and the principal of the school can open the feedback notes for his/her school.
- Other ASIS visits may occur from time to time to support or provide feedback on specific district initiatives. For example: MTSS and PLC teams may be visited to provide input of implementation. K-8 math teachers may receive a visit to check for fidelity to the items learned in professional development. Intervention blocks may be visited to assist with support and implementation, etc.



## 2015-2016 SCHOOL INSTRUCTIONAL VISITS SCHEDULE (DRAFT)

SCHOOL Name/ Team Lead	VISIT 1 DATE & Team Members	VISIT 2 DATE & Team Members	VISIT 3 DATE & Team Members	OTHER VISITS SCHEDULED
Virginia Cross Elementary- Carrie Little/Daphne Terry	November 17 8:30 Maureen Darlene Tracy	February 26: 8:30 ***change!! Keith Maureen Lori Dr. H	April 5: 8:30 ***change!! Keith Maureen Katie Kelli	
Siler City Elementary- Carrie Little/Daphne Terry	November 9 Keith Maureen	February 3: 8:30 ***change!! Maureen Dr. Hartness Darlene Katie Tracy Kelli	March 16 Maureen\ Milinda Erin Dr. Hartness Lori	
Chatham Middle- Charles Aiken/Sherri Homan	Monday, November 16, 2015 8:30 - 11:00 Maureen, Dr. Hartness, Kelli Milinda	TBD 8:30 - 11:00 Keith, Maureen, Dr. Hartness, Katie	Tuesday, March 22, 2016 8:30 - 11:00 Maureen, Darlene, Tracy Dr. Hartness, Katie, Carrie	
SAGE- Kelly Batten	Tuesday, DECEMBER 8 8:30 - 11:00 Tracy Fowler , Darlene Reap-Klosky, Dr. Hartness, Mary Donnell	Thursday, FEBRUARY 25 8:30 - 11:00 Kelli, Mary Donnell, Geraldine Kirk, Carrie		
North Chatham Elementary- Tracy Fowler/Darlene Reap Klosky	Wednesday, December 2nd 8:00 - 11:00 Dr. Hartness, Kelli, Lori, Sherri	Thursday, February 11th 1:00 - 3:30 Daphne/ Milinda Erin, Carrie, Patti		
Horton Middle- Charles Aiken/Sherri Homan	Tuesday, November 17, 2015 8:30 - 11:00 S. Homan, M. Martina, C. Morgan	Tuesday, Feb. 9th **NEW DATE 8:30 - 11:00 S. Homan		
Pittsboro Elementary- Amanda Hartness	Wednesday Dec 2nd 1:30-3:00 Dr. H completed a visit with just Mr. Poston.	Friday, Feb 5th 8:30-11 Keith, Dr. Hartness, Darlene, Kelli, Daphne		
Perry Harrison Elementary-Tracy Fowler/Darlene Reap Klosky	Thursday, December 3rd 8:30 - 11:00 Dr. Hartness, Kelli,	Thursday, February 18th 8:30 - 11:00 Daphne, Sharon, Dr. Hartness, Patti		



<b>Jordan Matthews High- Kelly Batten</b>	Thursday, DECEMBER 3 8:30 - 11:00 Keith, Sherri, Mary Donnell, Geraldine Kirk			
<b>Chatham Central High- Kelly Batten</b>	Tuesday, FEBRUARY 2 8:30 - 11:00 Keith, Dr. Hartness, Geraldine Kirk			
<b>Northwood High- Kelly Batten</b>	Thursday, FEBRUARY 4 8:30 - 11:00 Keith, Tracy, Darlene, Dr. Hartness			
<b>Pollard Middle- Charles Aiken/Sherri Homan</b>	by January Keith Maureen Darlene Patti (depending on date)			
<b>Moncure- Keith</b>	March 3, 2016, 8:30a - 10:30a Dr. Hartness, Sherri, Charles, Patti			
<b>J.S. Waters- Carrie/Daphne</b>	February 9th, 12:30-3:00 PM Darlene, Kelli, Katie			
<b>Silk Hope- Tracy/Darlene</b>	Thursday, January 7th 8:30 - 11:00 Sherri, Dr. Hartness, Katie, Daphne			
<b>Bennett- Keith</b>	March 1, 2016, 8:30a - 10:30a Sherri, Dr. Hartness, Lori, Katie,			
<b>Bonlee- Tracy/Darlene</b>	Wednesday, April 20th 8:30 - 11:00 8:30 - 11:00 Dr. Hartness, Sharon, Katie, Daphne			

# CHATHAM

## COUNTY SCHOOLS

### Beginning Teacher (BT) Coach Training Agenda

January 29, 2016

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**1. Desired Initiative Outcomes:**

- a. Improve the instructional effectiveness of BTs
- b. Increase BT retention rate
- c. Promote a positive and optimistic perspective of the teaching profession

**2. Term of service ([CCS 2015-2016 Calendar](#)):**

BT Coaches will provide support the following weeks (total of 14 weeks)-

- a. February 1, 8, 15, 22, 29
- b. March 7, 14, 21
- c. April 4, 11, 18, 25
- d. May 2, 9

**3. Technology Considerations\*:**

- a. [Email Account](#)
- b. Google Account
  - i. [Google Sheets \(Spreadsheet\) Basics](#)
  - ii. [Google Docs \(Word Processor\) Basics](#)
  - iii. [Google Drive \(Online File Storage\) Basics](#)
  - iv. [Creating a Google Mail Signature](#)
  - v. [Using Google Chrome \(Web Browser\) Basics](#)
- c. Printing Needs - *Printers at each school in a variety of locations are already added to your laptops.*
- d. Video equipment and assistance - *Check with the Media Coordinator at your school*
- e. [Getting Technical Help](#)

\* NOTE: This information, and more, can be found online in our [Savvy User's Guide to Technology](#).

**4. Service Agreement & Timesheet Procedure**

**5. Expectations (see [Beginning Teacher Coach Activity Log](#))**

- a. Schedule and participate in initial meeting with school principal(s).
- b. Schedule and conduct initial meeting with the BT to establish a relationship and identify areas the BT feels support is needed. Principals will provide BT with a copy of the [Beginning Teacher Inventory](#) for BTs to complete and make available to you prior the meeting.
- c. Conduct informal check-in with the BT a minimum of 1X per week.
- d. Conduct a minimum of (3) classroom observations (30-60 minutes) and post-conferences. Use [CCS BEGINNING TEACHER OBSERVATION/WALKTHROUGH FORM](#) (all areas).



- e. Conduct a minimum of (3) instructional walkthroughs (15-20 minutes) and provide written and/or face-to-face feedback. Use [CCS BEGINNING TEACHER OBSERVATION/WALKTHROUGH FORM](#) (select 1-2 focus areas).
- f. Make arrangements for a minimum of (1) lesson delivered by the BT to be videotaped. Collaboratively review the lessons with the BT to evaluate instructional considerations and identify specific follow-up actions to be implemented by the BT.
- g. Collaboratively observe with the BT at least (1) teacher who is effective in area(s) targeted for growth by the BT (see [Exemplar Teacher List](#)). Following the observations, process with the BT instructional considerations and specific follow-up actions to be implemented by the BT. (Clarify with the principal any specific scheduling protocols he/she wishes for you to follow related to the teachers' absences to conduct the observations.)
- h. Review BT lesson plans and provide face-to-face and/or written feedback bi-weekly.
- i. Conduct demonstration/modeling lessons for the BT as needed.
- j. Provide written and/or face-to-face non-evaluative feedback to the Principal in accordance with the schedule established by the Principal and BT Coach.
- k. Additional miscellaneous activities as needed/appropriate.

#### **6. CCS Curriculum and Instruction Considerations**

- a. [CCS Instructional Priorities Document](#)
- b. [K-5 Literacy Framework](#)      [K-5 Literacy Delivery Guide](#)
- c. [6-8 Literacy Framework](#)
- d. [K-5 Math Framework](#)      [K-5 Math Delivery Guide](#)
- e. Rigor Levels- Depth of Knowledge and Bloom's Levels
  - i. Rigor Wheels
- f. [Teacher Portal Resources](#)
- g. Lesson Planning (each school has a process for this) [Planbook.com](#) [CCS Board Policy](#)
- h. [Walkthrough Tool Form](#)

#### **7. Questions?**

- 8. **HR Intake Session-** Complete paperwork and obtain id badges as needed.

# CHATHAM COUNTY SCHOOLS

## 2014-2015

### Testing Results

SCHOOL PERFORMANCE GRADES	PERFORMANCE COMPOSITE CCR/GLP	EVAAS GROWTH	ANNUAL MEASURABLE OBJECTIVES	READING COMPOSITE CCR/GLP	READING PERFORMANCE GRADE	MATH COMPOSITE CCR/GLP	MATH PERFORMANCE GRADE	SCIENCE COMPOSITE CCR/GLP
North Carolina	46.9 / 56.6		117/210 = 55.7	45.1 / 56.3		44.1 / 52.2		59.1 / 68.8
Chatham County	47.6 / 57.0		104/151 = 68.9	46.0 / 57.2		44.0 / 51.8		52.1 / 62.0

BENNETT	67 / C	52.4 / 63.1	Met	19/21 = 90.5	52.4 / 68.0	71 / B	48.3 / 54.4	61 / C	65.0 / 75.0
BONLEE	62 / C	45.8 / 56.0	Exceeded	23/31 = 74.2	41.0 / 56.1	62 / C	49.0 / 54.4	60 / C	50.6 / 60.5
CHATHAM MIDDLE	45 / D	25.7 / 35.3	Met	22/43 = 51.2	27.4 / 39.7	49 / D	20.0 / 26.5	38 / F	32.9 / 44.7
HORTON	56 / C	43.7 / 52.4	Not Met	25/40 = 62.5	45.4 / 55.6	59 / C	34.9 / 41.2	48 / D	50.8 / 62.3
JS WATERS	66 / C	49.2 / 60.8	Exceeded	20/25 = 80.0	45.3 / 59.1	64 / C	46.8 / 55.7	62 / C	68.3 / 79.4
MB POLLARD	74 / B	65.1 / 71.3	Met	40/48 = 83.3	63.2 / 70.5	73 / B	60.2 / 65.2	70 / B	67.6 / 73.6
MONCURE	66 / C	49.4 / 61.4	Exceeded	13/21 = 61.9	49.5 / 63.9	68 / C	42.3 / 53.1	59 / C	58.0 / 68.1
NORTH CHATHAM	58 / C	42.3 / 50.9	Exceeded	25/37 = 67.6	40.9 / 48.5	53 / D	42.3 / 51.1	60 / C	46.0 / 57.0
PERRY HARRISON	74 / B	66.2 / 75.1	Not Met	26/27 = 96.3	64.3 / 74.9	75 / B	67.2 / 75.2	73 / B	68.9 / 75.5
PITTSBORO ELEM	65 / C	54.1 / 64.6	Not Met	18/21 = 85.7	56.3 / 65.5	68 / C	51.9 / 63.6	63 / C	
SILER CITY ELEM	53 / D	36.5 / 46.2	Met	26/39 = 66.7	35.2 / 48.0	56 / C	37.0 / 44.0	49 / D	39.1 / 47.8
SILK HOPE	71 / B	57.8 / 68.3	Met	31/34 = 91.2	55.7 / 66.0	69 / C	57.1 / 67.7	71 / B	56.9 / 67.0
VIRGINIA CROSS	47 / D	26.3 / 39.2	Met	16/29 = 55.2	25.4 / 38.5	47 / D	27.3 / 39.6	47 / D	25.7 / 40.5

SCHOOL PERFORMANCE GRADES	PERFORMANCE COMPOSITE CCR/GLP	EVAAS GROWTH	ANNUAL MEASURABLE OBJECTIVES	EOC/COMPOSITE CCR/GLP	ACT COMPOSITE	WORKKEYS COMPOSITE
North Carolina				47.9 / 57.9	59.7	72.2
Chatham County				47.6 / 57.0	69.4	69.1
SAGE	<5.0 / 5.1	Met	3/5 = 60.0	<5.0 / 5.1	12.5	58.3
CHATHAM CENTRAL	75 / B	Exceeded	35/40 = 87.5	55.7 / 63.7	59.8	60.0
JORDAN-MATTHEWS	67 / C	Exceeded	54/64 = 84.4	38.7 / 46.0	56.4	65.7
NORTHWOOD	79 / B	Exceeded	60/71 = 84.5	56.2 / 66.8	82.4	76.3

\* includes 8th EOCs for LEA

MATH COURSE RIGOR	4 - YR COHORT GRAD RATE	5 - YR COHORT GRAD RATE
North Carolina	>95.0	85.4
Chatham County	91.7	83.5
SAGE	39.6	84.6
CHATHAM CENTRAL	>95.0	88.3
JORDAN-MATTHEWS	>95.0	77.8
NORTHWOOD	>95.0	87.8

CCR = College/Career Ready (Achievement Level 4 or 5)  
GLP = Grade-level Proficiency (Achievement Level 3, 4, or 5)

# CHATHAM COUNTY SCHOOLS

## 2014-2015

### Elementary / Middle Schools Percent of Students Proficient

READING CCR / GLP									
School	3rd	4th	5th	6th	7th	8th	Comp		
Bennett	54.2 / 66.7	62.1 / 79.3	38.1 / 57.1	53.1 / 62.5	50.0 / 63.6	52.6 / 78.9	52.4 / 68.0		
Bonlee	32.4 / 51.4	50.0 / 63.9	31.6 / 55.3	37.0 / 52.2	51.3 / 56.4	44.2 / 58.1	41.0 / 56.1		
Chatham Middle				27.5 / 40.1	29.0 / 37.6	25.0 / 42.1	27.4 / 39.7		
Horton				31.6 / 42.1	42.6 / 52.5	47.1 / 60.6	45.4 / 55.6		
JS Waters	13.8 / 37.9	60.0 / 77.1	50.0 / 76.9	40.0 / 46.7	54.8 / 58.1	51.4 / 62.2	45.3 / 59.1		
MB Pollard				62.2 / 71.3	66.3 / 71.0	61.0 / 69.2	63.2 / 70.5		
Moncure	38.2 / 50.0	42.1 / 63.2	50.9 / 57.9	38.1 / 52.4	53.1 / 68.8	74.2 / 90.3	49.5 / 63.9		
North Chatham	38.6 / 45.8	40.7 / 51.6	43.0 / 48.0				40.9 / 48.5		
Perry Harrison	64.9 / 79.8	66.4 / 75.5	61.7 / 70.1				64.3 / 74.9		
Pittsboro	61.3 / 68.9	51.0 / 62.0					56.3 / 65.5		
Siler City Elem.	32.8 / 47.1	42.2 / 48.3	29.3 / 48.9						
Silk Hope	51.1 / 62.2	55.3 / 66.0	40.9 / 59.1	69.0 / 78.6	64.1 / 69.2	55.4 / 63.1	55.7 / 66.0		
Virginia Cross	29.2 / 46.9	24.4 / 38.9	21.6 / 27.0				25.4 / 38.5		
COUNTY	43.5 / 56.7	47.8 / 59.4	39.7 / 51.8	48.2 / 58.4	48.3 / 55.8	48.2 / 60.8	46.0 / 57.2		
STATE	46.5 / 59.0	47.1 / 58.8	42.2 / 53.0	46.6 / 57.2	46.5 / 56.1	41.6 / 53.4	45.1 / 56.3		

SCIENCE CCR / GLP			
School	5th	8th	Comp
Bennett	47.6 / 61.9	84.2 / 89.5	65.0 / 75.0
Bonlee	55.3 / 71.1	46.5 / 51.2	50.6 / 60.5
Chatham Middle		32.9 / 44.7	32.9 / 44.7
Horton	34.7 / 50.5	65.4 / 73.1	50.8 / 62.3
JS Waters	80.8 / 92.3	59.5 / 70.3	68.3 / 79.4
MB Pollard		67.6 / 73.6	67.6 / 73.6
Moncure	28.9 / 47.4	93.5 / 93.5	58.0 / 68.1
North Chatham	46.0 / 57.0		46.0 / 57.0
Perry Harrison	68.9 / 75.5		68.9 / 75.5
Pittsboro			
Siler City Elem.	39.1 / 47.8		39.1 / 47.8
Silk Hope	56.8 / 68.2	56.9 / 66.2	56.9 / 67.0
Virginia Cross	25.7 / 40.5		25.7 / 40.5
COUNTY	46.5 / 58.5	57.7 / 65.6	52.1 / 62.0
STATE	54.1 / 64.6	63.7 / 72.6	59.1 / 68.8

MATH CCR / GLP									
School	3rd	4th	5th	6th	7th	8th	Comp		
Bennett	45.8 / 62.5	41.4 / 44.8	66.7 / 71.4	46.9 / 46.9	50.0 / 54.5	42.1 / 52.6	48.3 / 54.4		
Bonlee	51.4 / 54.1	47.2 / 50.0	71.1 / 73.7	39.1 / 50.0	51.2 / 53.8	37.2 / 46.5	49.0 / 54.4		
Chatham Middle				16.5 / 25.3	19.5 / 22.9	25.0 / 32.9	20.0 / 26.5		
Horton				43.2 / 48.1	34.7 / 38.6	35.6 / 45.2	34.9 / 41.2		
JS Waters	24.1 / 44.8	57.1 / 65.7	73.1 / 73.1	46.7 / 53.3	48.4 / 51.6	35.1 / 48.6	46.8 / 55.7		
MB Pollard				60.1 / 64.9	64.2 / 68.4	56.0 / 62.1	60.2 / 65.2		
Moncure	17.6 / 35.3	47.4 / 52.6	26.3 / 36.8	33.3 / 47.6	50.0 / 65.6	80.6 / 83.9	42.3 / 53.1		
North Chatham	32.5 / 45.8	47.3 / 56.0	46.0 / 51.0				42.3 / 51.1		
Perry Harrison	71.3 / 86.2	67.3 / 70.9	63.6 / 70.1				67.2 / 75.2		
Pittsboro	60.4 / 71.7	43.0 / 55.0					51.9 / 63.6		
Siler City Elem.	34.5 / 44.5	38.8 / 44.8	38.0 / 42.4				37.0 / 44.0		
Silk Hope	60.0 / 73.3	44.7 / 55.3	56.8 / 68.2	73.8 / 85.7	59.0 / 74.4	52.3 / 56.9	57.1 / 67.7		
Virginia Cross	32.3 / 47.9	23.3 / 35.6	25.7 / 33.8				27.3 / 39.6		
COUNTY	45.0 / 58.0	45.4 / 53.2	45.5 / 51.7	42.4 / 49.5	42.7 / 47.7	43.1 / 50.7	44.0 / 51.8		
STATE	48.8 / 61.7	48.5 / 56.1	51.3 / 57.5	41.0 / 48.5	40.0 / 46.9	35.8 / 43.2	44.1 / 52.2		

Other CCR / GLP		
School	EOG Comp	Math I
Bennett	52.1 / 62.9	
Bonlee	45.8 / 56.0	
Chatham Middle	24.8 / 34.5	93.3 / >95.0
Horton	42.4 / 51.3	>95.0 / >95.0
JS Waters	49.0 / 60.3	53.8 / 76.9
MB Pollard	62.5 / 68.7	90.2 / >95.0
Moncure	47.7 / 60.0	94.1 / >95.0
North Chatham	42.3 / 50.9	
Perry Harrison	66.2 / 75.1	
Pittsboro	54.1 / 64.6	
Siler City Elem.	36.5 / 46.2	
Silk Hope	56.5 / 66.9	86.7 / >95.0
Virginia Cross	26.3 / 39.2	
COUNTY*	46.0 / 55.5	54.7 / 64.3
STATE*	46.7 / 56.3	48.5 / 59.8

\*contains high school results for Math I

CCR = College/Career Ready (Achievement Level 4 or 5)  
GLP = Grade-level Proficiency (Achievement Level 3, 4, or 5)



[illegible]

MET
NOT MET
MET WITH ALTERNATE
MET WITH CONFIDENCE INTERVAL

# CHATHAM COUNTY SCHOOLS

## AMO Target Results 2013 - 2015

Subgroup ≥ 30 students

All subgroups met participation rates with ≥ 95.0% tested.

### AMO READING SUBGROUPS

	Number of Goals	Number Met	All	Af Amer	Asian	Hispanic	Multi-Racial	White	EDS	LEP	SWD	AIG
2015	State Goal		55.1	40.4	69.3	43.0	56.5	65.2	42.9	27.6	30.3	92.5
2014	State Goal		49.5	33.0	65.4	35.9	51.1	60.9	35.8	18.5	21.6	91.6
2013	State Goal		43.9	25.6	61.5	28.8	45.7	56.6	28.7	9.4	12.9	90.7

2015	VIRGINIA CROSS	5	0	25.9			25.3		25.8	13.0	11.6	
	Difference from Goal			-29.2	-40.4		-17.7		-17.1	-14.6	-18.7	
2014	VIRGINIA CROSS	6	3	26.7	21.2		26.9		27.2	15.6	13.9	
	Difference from Goal			-22.8	-11.8		-9.0		-8.6	-2.9	-7.7	
2013	VIRGINIA CROSS	6	2	17.3	10.5		17.0		16.8	<5.0	9.6	
	Difference from Goal			-26.6	-15.1		-11.8		-11.9	-4.4	-3.3	



MET  
NOT MET

MET WITH ALTERNATE  
MET WITH CONFIDENCE INTERVAL

# CHATHAM COUNTY SCHOOLS

## AMO Target Results 2013 - 2015

Subgroup ≥ 30 students

All subgroups met participation rates with ≥ 95.0% tested.

### AMO MATH SUBGROUPS

	Number of Goals	Number Met	All	Af Amer	Asian	Hispanic	Multi-Ra cial	White	EDS	LEP	SWD	AIG
2015	State Goal		53.9	37.8	77.0	46.1	53.6	63.0	42.1	34.0	30.0	93.3
2014	State Goal		48.1	30.0	74.1	39.4	47.8	58.4	34.9	25.7	21.2	92.5
2013	State Goal		42.3	22.2	71.2	32.7	42.0	53.8	27.7	17.4	12.4	91.7

2015	VIRGINIA CROSS	5	0	28.4			31.1		28.8	25.0	9.3	
	Difference from Goal			-25.5	-37.8		-15.0		-13.3	-9.0	-20.7	
2014	VIRGINIA CROSS	6	3	30.7	24.2		31.4		30.4	19.5	5.6	
	Difference from Goal			-17.4	-5.8		-8.0		-4.5	-6.2	-15.6	
2013	VIRGINIA CROSS	6	5	28.6	13.2		31.0		28.6	12.0	9.7	
	Difference from Goal			-13.7	-9.0		-1.7		0.9	-5.4	-2.7	



# CHATHAM COUNTY SCHOOLS

MET
NOT MET
MET WITH ALTERNATE
MET WITH CONFIDENCE INTERVAL

Subgroup ≥ 30 students

## AMO Target Results 2013 - 2015

All subgroups met participation rates with ≥ 95.0% tested.

### AMO SCIENCE SUBGROUPS

	Number of Goals	Number Met	All	Af Amer	Hispanic	Multi-Racial	White	EDS	LEP	SWD	AIG
2015	State Goal		61.8	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
2014	State Goal		57.0	39.3	45.6	58.7	68.2	43.8	24.8	28.5	93.7
2015	VIRGINIA CROSS	3	25.4		27.7			26.2			
	Difference from Goal		-36.4		-24.0			-23.8			
2014	VIRGINIA CROSS	3	34.2		36.5			32.9			
	Difference from Goal		-22.8		-9.1			-10.9			
2013	VIRGINIA CROSS	3	24.7		23.8			23.2			
	Difference from Goal		-27.5		-15.7			-14.4			

## Internal Ready Review for 2014 - 2015

For Internal Use Only - Not For Public Display

190370 Virginia Cross Elementary (PK-05)

RDYSTAT - Ready Overview

Indicator	Denom	Percent
Perf Comp CCR	594	26.3
Perf Comp GLP	594	39.2
The ACT		
ACT WorkKeys		
Math Course Rigor		
CGR 4yr		
CGR 5yr		
Graduation Project	N/A	
Growth Status	Met	
Growth Index	-0.64	

AMOSTAT - Target Overview

Subject	#Met	#Targ	Pct
Reading Grades 3-8	6	11	54.5
Math Grades 3-8	6	11	54.5
Science Grades 5&8	3	6	50.0
Reading Grade 10			
Math Grade 10			
Science Grade 11			
Current Year EOC			
Attendance	1	1	100.0
Cohort Grad Rate			
The ACT			
ACT WorkKeys			
Math Course Rigor			
Total Targets	16	29	55.2

SPGSTAT - School Performance Grade

Subject	Ach	Growth	Perf	Grade
Overall	39	76.8	47	D
Reading	39	81.0	47	D
Math	40	74.5	47	D
Science	41			
English II				
Math I				
Biology				
The ACT				
ACT WorkKeys				
Math Course Rigor				
CGR 4yr				

ASMSTAT - Alternative School Model

Option	Rating

RDYLEV - Performance Composite by Level

	L1	L2	L3	L4	L5	CCR	GLP
All Subjects	33.5	27.3	13.0	23.4	<5	26.3	39.2
EOG	33.5	27.3	13.0	23.4	<5	26.3	39.2
EOG Grade 3	27.1	25.5	16.7	25.5	5.2	30.7	47.4
EOG Grade 4	30.6	32.2	13.3	22.8	<5	23.9	37.2
EOG Grade 5	41.4	24.8	9.5	22.1	<5	24.3	33.8
Reading	34.6	26.9	13.1	24.2	<5	25.4	38.5
Reading Grade 3	28.1	25.0	17.7	28.1	<5	29.2	46.9
Reading Grade 4	32.2	28.9	14.4	23.3	<5	24.4	38.9
Reading Grade 5	45.9	27.0	5.4	20.3	<5	21.6	27.0
Math	31.2	29.2	12.3	21.9	5.4	27.3	39.6
Math Grade 3	26.0	26.0	15.6	22.9	9.4	32.3	47.9
Math Grade 4	28.9	35.6	12.2	22.2	<5	23.3	35.6
Math Grade 5	40.5	25.7	8.1	20.3	5.4	25.7	33.8
Science	37.8	21.6	14.9	25.7	<5	25.7	40.5
Science Grade 5	37.8	21.6	14.9	25.7	<5	25.7	40.5

## RDYSUM - Ready Drilldown

Performance Composite CCR													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
All Subjects	26.3 594	29.2 301	23.2 293	* <5	* <5	14.7 75	28.3 449	25.0 20	22.9 48	26.6 569	16.8 214	8.8 113	93.8 16
EOG	26.3 594	29.2 301	23.2 293	* <5	* <5	14.7 75	28.3 449	25.0 20	22.9 48	26.6 569	16.8 214	8.8 113	93.8 16
EOG Grade 3	30.7 192	34.6 104	26.1 88	* <5	* <5	27.3 22	32.9 146	* <5	25.0 20	31.0 184	26.6 98	<5 24	* <5
EOG Grade 4	23.9 180	23.9 92	23.9 88	* <5	* <5	15.0 20	24.7 150	* <5	* <5	23.3 172	14.3 58	21.1 38	87.5 8
EOG Grade 5	24.3 222	28.6 105	20.5 117	* <5	* <5	6.1 33	27.5 153	41.7 12	20.8 24	26.4 213	<5 60	<5 51	>95 6
Reading	25.4 260	28.6 133	22.0 127	* <5	* <5	21.9 32	25.6 199	25.0 8	25.0 20	26.3 249	12.4 97	10.4 48	85.7 7
Reading Grade 3	29.2 96	32.7 52	25.0 44	* <5	* <5	36.4 11	30.1 73	* <5	20.0 10	29.3 92	18.4 49	<5 12	* <5
Reading Grade 4	24.4 90	26.1 48	22.7 44	* <5	* <5	20.0 10	24.0 75	* <5	* <5	23.3 86	10.7 28	26.3 19	* <5
Reading Grade 5	21.6 74	25.7 35	17.9 39	* <5	* <5	9.1 11	21.6 51	* <5	25.0 8	22.5 71	<5 20	<5 17	* <5
Math	27.3 260	30.8 133	23.6 127	* <5	* <5	12.5 32	30.7 199	12.5 8	20.0 20	27.7 249	23.7 97	8.3 48	>95 7
Math Grade 3	32.3 96	36.5 52	27.3 44	* <5	* <5	18.2 11	35.6 73	* <5	30.0 10	32.6 92	34.7 49	8.3 12	* <5
Math Grade 4	23.3 90	21.7 46	25.0 44	* <5	* <5	10.0 10	25.3 75	* <5	* <5	23.3 86	17.9 28	15.8 19	* <5
Math Grade 5	25.7 74	34.3 35	17.9 39	* <5	* <5	9.1 11	31.4 51	* <5	12.5 8	26.8 71	5.0 20	<5 17	* <5
Science	25.7 74	25.7 35	25.6 39	* <5	* <5	<5 11	29.4 51	* <5	25.0 8	26.8 71	5.0 20	5.9 17	* <5
Science Grade 5	25.7 74	25.7 35	25.6 39	* <5	* <5	<5 11	29.4 51	* <5	25.0 8	26.8 71	5.0 20	5.9 17	* <5
Performance Composite GLP													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
All Subjects	39.2 594	42.2 301	36.2 293	* <5	* <5	30.7 75	40.3 449	45.0 20	37.5 48	39.2 569	29.0 214	16.8 113	>95 16
EOG	39.2 594	42.2 301	36.2 293	* <5	* <5	30.7 75	40.3 449	45.0 20	37.5 48	39.2 569	29.0 214	16.8 113	>95 16
EOG Grade 3	47.4 192	49.0 104	45.6 88	* <5	* <5	40.9 22	50.0 146	* <5	40.0 20	46.7 184	44.9 98	<5 24	* <5
EOG Grade 4	37.2 180	37.0 92	37.5 88	* <5	* <5	30.0 20	37.3 150	* <5	* <5	36.6 172	23.2 56	31.6 38	>95 8
EOG Grade 5	33.8 222	40.0 105	28.2 117	* <5	* <5	24.2 33	34.0 153	58.3 12	33.3 24	34.7 213	8.3 60	11.8 51	>95 6
Reading	38.5 260	40.6 133	36.2 127	* <5	* <5	40.6 32	37.2 199	37.5 8	45.0 20	38.2 249	25.8 97	16.7 48	>95 7
Reading Grade 3	46.9 96	46.2 52	47.7 44	* <5	* <5	54.5 11	46.6 73	* <5	50.0 10	46.7 92	38.8 49	<5 12	* <5
Reading Grade 4	38.9 90	41.3 46	36.4 44	* <5	* <5	50.0 10	36.0 75	* <5	* <5	37.2 86	17.9 28	31.6 19	* <5
Reading Grade 5	27.0 74	31.4 35	23.1 39	* <5	* <5	18.2 11	25.5 51	* <5	37.5 8	28.2 71	5.0 20	11.8 17	* <5
Math	39.6 260	42.1 133	37.0 127	* <5	* <5	21.9 32	43.2 199	37.5 8	30.0 20	39.4 249	36.1 97	18.8 48	>95 7
Math Grade 3	47.9 96	51.9 52	43.2 44	* <5	* <5	27.3 11	53.4 73	* <5	30.0 10	46.7 92	51.0 49	8.3 12	* <5
Math Grade 4	35.8 90	32.6 46	38.6 44	* <5	* <5	10.0 10	38.7 75	* <5	* <5	36.0 86	28.6 28	31.6 19	* <5
Math Grade 5	33.8 74	40.0 35	28.2 39	* <5	* <5	27.3 11	35.3 51	* <5	25.0 8	33.8 71	10.0 20	11.8 17	* <5
Science	40.5 74	48.6 35	33.3 39	* <5	* <5	27.3 11	41.2 51	* <5	37.5 8	42.3 71	10.0 20	11.8 17	* <5
Science Grade 5	40.5 74	48.6 35	33.3 39	* <5	* <5	27.3 11	41.2 51	* <5	37.5 8	42.3 71	10.0 20	11.8 17	* <5



## AMOTARG - Target Detail

Reading Grades 3-8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Part Den	264	<5	<5	32	203	8	20	252	101	48	7
Part Pct	>95	*	*	>95	>95	*	*	>95	>95	>95	*
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Insuf	Met	Met	Met	Insuf
Prof Den	243	<5	<5	28	190	6	18	233	92	43	7
Prof Pct	25.9	*	*	*	25.3	*	*	25.8	13.0	11.6	*
Goal Pct	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Prof Status	Not Met	Insuf	Insuf	Insuf	Not Met	Insuf	Insuf	Not Met	Not Met	Not Met	Insuf
Math Grades 3-8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Part Den	264	<5	<5	32	203	8	20	252	101	48	7
Part Pct	>95	*	*	>95	>95	*	*	>95	>95	>95	*
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Insuf	Met	Met	Met	Insuf
Prof Den	243	<5	<5	28	190	6	18	233	92	43	7
Prof Pct	28.4	*	*	*	31.1	*	*	28.8	25.0	9.3	*
Goal Pct	53.9	41.6	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Prof Status	Not Met	Insuf	Insuf	Insuf	Not Met	Insuf	Insuf	Not Met	Not Met	Not Met	Insuf
Science Grades 5&8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Part Den	75	<5	<5	11	52	<5	8	72	21	17	<5
Part Pct	>95	*	*	*	>95	*	*	>95	*	*	*
Part Status	Met	Insuf	Insuf	Insuf	Met	Insuf	Insuf	Met	Insuf	Insuf	Insuf
Prof Den	67	<5	<5	9	47	<5	8	65	19	16	<5
Prof Pct	25.4	*	*	*	27.7	*	*	26.2	*	*	*
Goal Pct	61.8	51.9	76.5	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
Prof Status	Not Met	Insuf	Insuf	Insuf	Not Met	Insuf	Insuf	Not Met	Insuf	Insuf	Insuf
Attendance											
	ALL										
Att Pct	>95										
Status	Met										
Target Status Options: /A = Met Using Alternate Cohort (Current+Exited for SWD & LEP, or Extended rate for CGR) /C = Met Using Confidence Interval Upper Bound /I = Met Using Improvement (0.1% for ATT, 2% for Standard CGR, 3% for Extended CGR)											

**Participation Targets Not Met**

Subject	Subgroup	Part Pct	Status	Year
None				

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	% Agree			
North Carolina Public Schools (88.63% responded)	North Carolina Public Schools	Chatham County Schools	NC Elementary Schools	Virginia Cross Elementary
Chatham County Schools (98.86% responded)				
NC Elementary Schools (91.71% responded)				
Virginia Cross Elementary (94.59% responded)				

## Time

### **Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.**

a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	60.2%	56.6%	61.7%	68.6%
b. Teachers have time available to collaborate with colleagues.	73.1%	66.1%	73.0%	54.3%
c. Teachers are allowed to focus on educating students with minimal interruptions.	67.2%	69.1%	68.8%	51.4%
d. The non-instructional time provided for teachers in my school is sufficient.	62.8%	63.7%	56.8%	40.0%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	57.2%	52.1%	53.1%	34.3%
f. Teachers have sufficient instructional time to meet the needs of all students.	66.0%	58.9%	61.4%	31.4%

g. Teachers are protected from duties that interfere with their essential role of educating students.	71.2%	72.4%	75.4%	70.6%
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## Facilities and Resources

### **Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.**

a. Teachers have sufficient access to appropriate instructional materials.	73.6%	81.4%	76.5%	88.6%
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	78.7%	80.8%	81.0%	91.4%
c. Teachers have access to reliable communication technology, including phones, faxes and email.	90.6%	94.4%	92.2%	97.1%
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	81.1%	83.9%	81.5%	88.6%
e. Teachers have sufficient access to a broad range of professional support personnel.	83.3%	78.5%	84.6%	85.7%
f. The school environment is clean and well maintained.	86.0%	92.3%	87.1%	100.0%
g. Teachers have adequate space to work productively.	88.9%	88.0%	90.9%	100.0%
h. The physical environment of classrooms in this school supports teaching and learning.	88.9%	90.1%	92.0%	94.1%
i. The reliability and speed of	76.1%	87.6%	80.2%	94.3%



Internet connections in this school are sufficient to support instructional practices.

## Community Support and Involvement

**Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.**

a. Parents/guardians are influential decision makers in this school.	72.6%	74.4%	74.3%	28.1%
b. This school maintains clear, two-way communication with the community.	89.9%	90.1%	91.6%	87.5%
c. This school does a good job of encouraging parent/guardian involvement.	90.0%	89.2%	92.4%	85.3%
d. Teachers provide parents/guardians with useful information about student learning.	96.0%	93.7%	97.8%	88.2%
e. Parents/guardians know what is going on in this school.	86.5%	87.4%	90.9%	67.7%
f. Parents/guardians support teachers, contributing to their success with students.	72.5%	78.0%	74.9%	51.4%
g. Community members support teachers, contributing to their success with students.	82.5%	83.9%	86.1%	53.3%
h. The community we serve is supportive of this school.	84.9%	88.0%	87.5%	59.3%

# Managing Student Conduct

## **Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.**

a. Students at this school understand expectations for their conduct.	85.1%	89.0%	90.3%	88.6%
b. Students at this school follow rules of conduct.	71.9%	81.7%	79.7%	71.4%
c. Policies and procedures about student conduct are clearly understood by the faculty.	84.2%	84.3%	88.7%	85.3%
d. School administrators consistently enforce rules for student conduct.	72.2%	72.3%	78.1%	58.8%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	81.9%	84.2%	84.3%	82.9%
f. Teachers consistently enforce rules for student conduct.	80.5%	80.8%	90.2%	77.1%
g. The faculty work in a school environment that is safe.	93.2%	97.5%	95.5%	100.0%

# Teacher Leadership

## **Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.**

a. Teachers are recognized as educational experts.	82.0%	82.3%	83.1%	74.3%
b. Teachers are trusted to make sound professional decisions about instruction.	82.9%	81.5%	82.3%	77.1%
c. Teachers are relied upon to make decisions about	81.0%	80.2%	81.6%	82.9%

educational issues.

	d. Teachers are encouraged to participate in school leadership roles.	92.3%	90.5%	93.5%	100.0%
	e. The faculty has an effective process for making group decisions to solve problems.	77.4%	72.6%	80.5%	62.5%
	f. In this school we take steps to solve problems.	82.9%	83.3%	85.2%	81.8%
	g. Teachers are effective leaders in this school.	87.5%	88.0%	89.7%	90.9%
<b>Q6.5</b>	<b>Teachers have an appropriate level of influence on decision making in this school.</b>	69.8%	68.7%	72.3%	65.6%
<b>Q6.6</b>	<b>Members of the school improvement team are elected.</b>	76.1%	63.0%	76.7%	76.0%

## School Leadership

### **Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.**

a. The faculty and staff have a shared vision.	84.2%	84.5%	87.4%	81.8%
b. There is an atmosphere of trust and mutual respect in this school.	73.1%	76.2%	74.0%	67.6%
c. Teachers feel comfortable raising issues and concerns that are important to them.	72.1%	73.4%	72.0%	61.8%
d. The school leadership consistently supports teachers.	79.6%	81.2%	81.5%	75.8%
e. Teachers are held to high	93.8%	93.5%	95.3%	97.1%

professional standards for  
delivering instruction.

f. The school leadership facilitates using data to improve student learning.	94.0%	92.5%	96.2%	91.2%
g. Teacher performance is assessed objectively.	86.4%	86.3%	88.0%	96.9%
h. Teachers receive feedback that can help them improve teaching.	85.4%	82.5%	87.3%	77.1%
i. The procedures for teacher evaluation are consistent.	84.0%	83.1%	86.3%	87.9%
j. The school improvement team provides effective leadership at this school.	84.2%	82.9%	87.3%	83.3%
k. The faculty are recognized for accomplishments.	85.0%	83.9%	85.5%	72.7%

**Q7.3 The school leadership makes a sustained effort to address teacher concerns about:**

a. Leadership issues	81.4%	81.5%	83.8%	90.3%
b. Facilities and resources	87.0%	88.2%	89.4%	96.8%
c. The use of time in my school	79.6%	80.2%	80.6%	77.4%
d. Professional development	83.4%	77.3%	85.7%	65.5%
e. Teacher leadership	86.4%	84.8%	88.5%	90.3%
f. Community support and involvement	88.5%	87.8%	91.1%	86.2%
g. Managing student conduct	80.0%	80.7%	83.1%	73.3%
h. Instructional practices and support	88.1%	85.6%	89.1%	83.9%
i. New teacher support	83.8%	82.1%	85.6%	86.7%

# Professional Development

## **Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.**

a. Sufficient resources are available for professional development in my school.	78.3%	75.2%	81.7%	88.6%
b. An appropriate amount of time is provided for professional development.	77.2%	70.2%	79.6%	71.4%
c. Professional development offerings are data driven.	83.1%	78.1%	85.9%	93.7%
d. Professional learning opportunities are aligned with the school's improvement plan.	90.4%	86.9%	92.6%	96.9%
e. Professional development is differentiated to meet the individual needs of teachers.	66.1%	58.5%	67.8%	44.1%
f. Professional development deepens teachers' content knowledge.	75.6%	67.5%	83.5%	68.6%
g. Teachers have sufficient training to fully utilize instructional technology.	73.3%	63.7%	74.2%	57.6%
h. Teachers are encouraged to reflect on their own practice.	93.1%	91.4%	94.1%	97.1%
i. In this school, follow up is provided from professional development.	73.5%	63.2%	76.7%	61.8%
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	79.1%	73.2%	81.6%	70.6%
k. Professional development is	64.5%	54.2%	67.6%	43.7%

evaluated and results are communicated to teachers.

l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	83.3%	76.4%	86.5%	77.1%
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m. Professional development enhances teachers' abilities to improve student learning.	86.2%	81.1%	89.5%	80.0%
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## Instructional Practices and Support

### **Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.**

a. State assessment data are available in time to impact instructional practices.	51.9%	40.0%	55.6%	36.4%
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b. Local assessment data are available in time to impact instructional practices.	79.4%	75.0%	85.4%	78.1%
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c. Teachers use assessment data to inform their instruction.	93.0%	90.7%	96.6%	94.1%
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d. The curriculum taught in this school is aligned with Common Core Standards.	97.7%	97.1%	98.2%	100.0%
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e. Teachers work in professional learning communities to develop and align instructional practices.	91.2%	90.1%	92.9%	97.1%
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f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	86.6%	84.8%	88.5%	84.8%
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g. Teachers are encouraged to	92.9%	92.7%	92.0%	91.4%
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try new things to improve instruction.

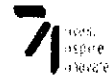
h. Teachers are assigned classes that maximize their likelihood of success with students.	69.2%	65.4%	69.6%	56.0%
i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	79.9%	80.4%	75.2%	71.9%
j. State assessments provide schools with data that can help improve teaching.	64.5%	52.0%	68.8%	51.6%
k. State assessments accurately gauge students' understanding of standards.	44.5%	31.9%	47.0%	17.2%

## Overall

<b>Q10.6</b>	<b>Overall, my school is a good place to work and learn.</b>	85.1%	87.3%	85.9%	91.2%
<b>Q10.7</b>	<b>At this school, we utilize the results from the 2012 North Carolina Teacher Working Conditions Survey as a tool for school improvement.</b>	81.2%	82.6%	83.4%	78.3%



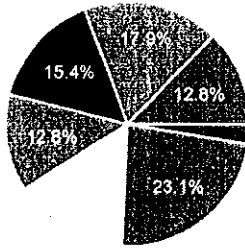
Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction



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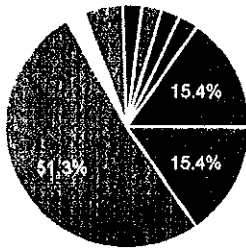


## Grade



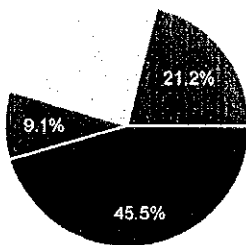
Prek	1	2.6%
Kindergarten	9	23.1%
1st	6	15.4%
2nd	5	12.8%
3rd	6	15.4%
4th	7	17.9%
5th	5	12.8%

## Subject



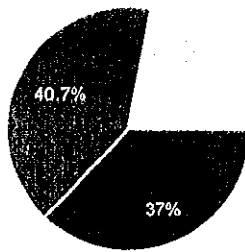
Math	6	15.4%
Literacy	20	51.3%
Recipe for Reading	1	2.6%
Science	2	5.1%
Social Studies	1	2.6%
Leadership Time	0	0%
Media	1	2.6%
Music	0	0%
Art	1	2.6%
PE	1	2.6%
Intervention Block	6	15.4%

## Identified Learning Target-"I Can" statement



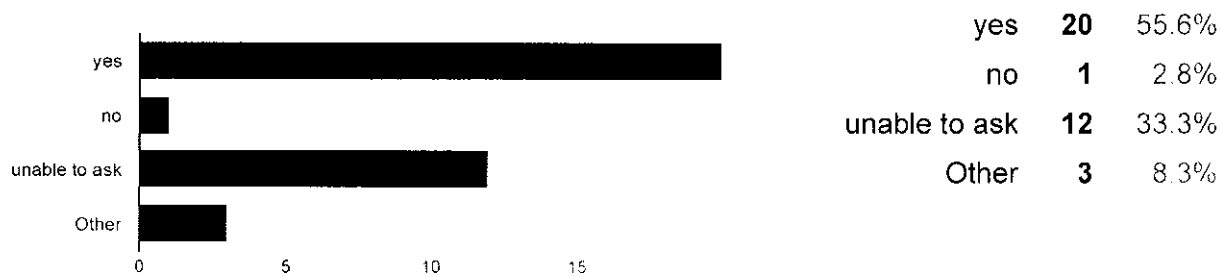
Essential Question/ "I Can" statements are posted and visible to students in kid friendly language.	15	38.5%
Essential Question/ "I Can" statements are posted and visible to students.	3	7.7%
Essential Questions/"I Can" statements are posted but not relevant to the lesson.	8	20.5%
Essential Question/"I Can" statement not posted.	7	17.9%

## Identified Learning Target-Language Objective

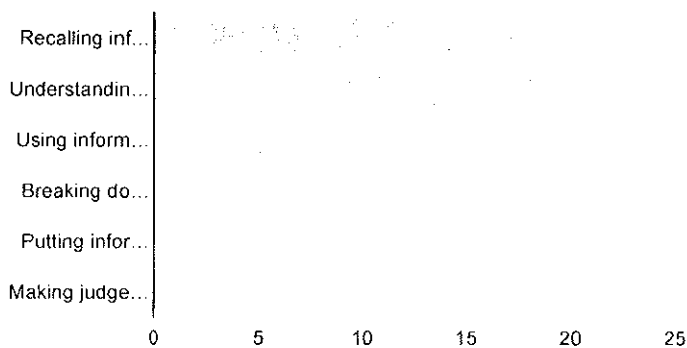


Essential Question/ "I Can" statements are posted and contain a language component.	<b>10</b>	37%
Essential Question/"I Can" statement does not include a language component.	<b>11</b>	40.7%
Essential Question/"I Can" statement does not include a relevant language component.	<b>6</b>	22.2%

### Students are able to articulate lesson objective

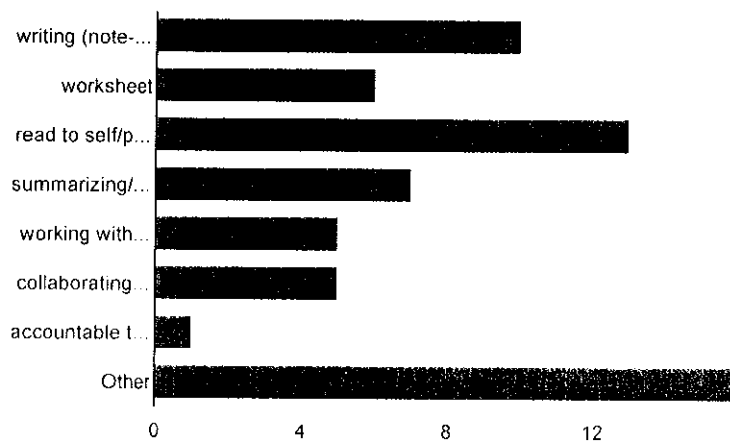


### Level of Rigor: Increase Higher Order Thinking Skills



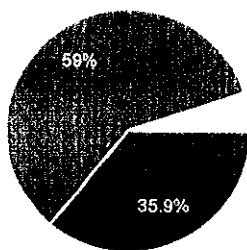
Recalling information (knowledge)	<b>23</b>	62.2%
Understanding information (comprehension)	<b>28</b>	75.7%
Using information in a new way (application)	<b>7</b>	18.9%
Breaking down information into parts (analysis)	<b>0</b>	0%
Putting information together in new ways (synthesis)	<b>0</b>	0%
Making judgements and justifying positions (evaluation)	<b>2</b>	5.4%

### Student Actions



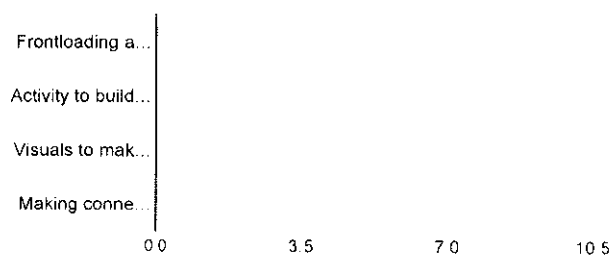
writing (note-taking, writing process/journaling/constructed response)	10	25.6%
worksheet	6	15.4%
read to self/partner	13	33.3%
summarizing/reflecting on content	7	17.9%
working with manipulatives	5	12.8%
collaborating with peers	5	12.8%
accountable talk	1	2.6%
Other	16	41%

### Level of Engagement: Increase Interaction



High Engagement - Most students are authentically engaged	14	35.9%
Well Managed - students are willingly compliant, ritually engaged	23	59%
Dysfunctional - many students actively reject the assigned task or substitute another activity	2	5.1%

### Build Background Knowledge

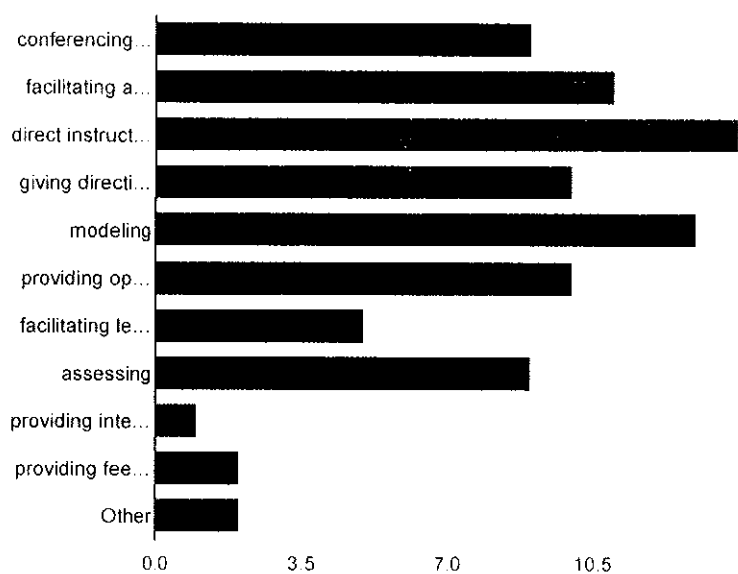


Frontloading and preteaching vocabulary	<b>11</b>	47.8%
Activity to build background knowledge	<b>14</b>	60.9%
Visuals to make connections to theme	<b>7</b>	30.4%
Making connections with world when appropriate	<b>3</b>	13%

### Evidence of Differentiation: Increase Comprehensibility

Evidence of differentiation		17	43.6%
Evidence of differentiation	No evidence of differentiation	13	33.3%
No evidence of differentiation	Unable to determine	9	23.1%
Unable to determine			

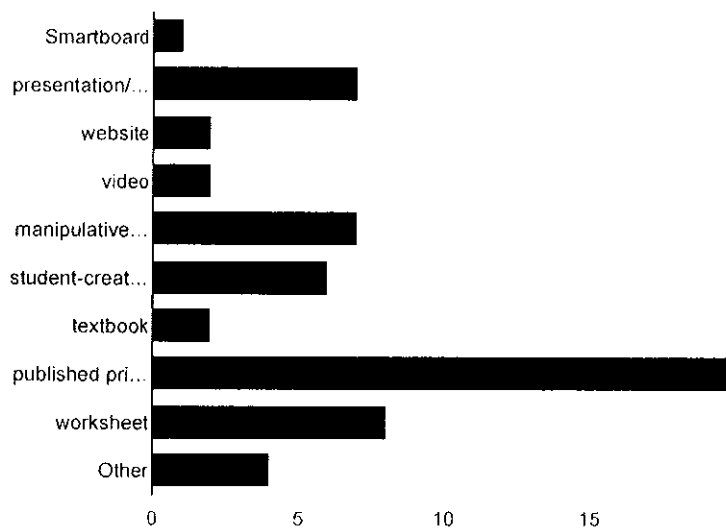
## Instructional Practices



conferencing with students	9	23.1%
facilitating a discussion	11	28.2%
direct instruction	14	35.9%
giving directions	10	25.6%
modeling	13	33.3%
providing opportunity for practice	10	25.6%
facilitating learning centers	5	12.8%
assessing	9	23.1%
providing interventions	1	2.6%
providing feedback to students	2	5.1%

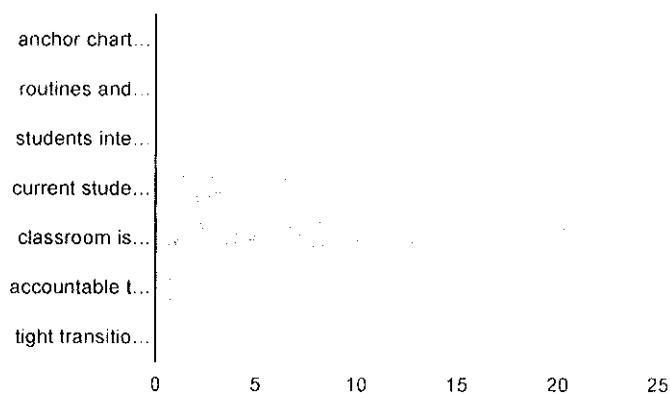
Other	<b>2</b>	5.1%
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## Instructional Materials



Smartboard	1	2.6%
presentation/powerpoint/flip chart/board/overhead	7	18.4%
website	2	5.3%
video	2	5.3%
manipulatives/realia	7	18.4%
student-created materials	6	15.8%
textbook	2	5.3%
published print materials	20	52.6%
worksheet	8	21.1%
Other	4	10.5%

## Classroom Environment



anchor charts/exemplars posted	22	56.4%
routines and procedures are evident	23	59%
students interact with classroom environment	15	38.5%
current student work displayed	10	25.6%
classroom is organized and student friendly	29	74.4%
accountable talk chart posted	1	2.6%
tight transitions are evident	3	7.7%

Lesson is aligned to standards



yes	34	87.2%
no	1	2.6%
unclear	4	10.3%



QUESTIONS

RESPONSES

52 responses



Accepting responses ☒

Your name (52 responses)

Maggie Imhoff

Kathy Washington

Chezrel Blair

Chelsea Gaudette

Susan Overman

Susan Overman

Lisa Barrile

Lisa Barrile

Lisa Barrile

Liz Woods

Liz Woods

Rita Roth

Mary Beth Allen

Ann saunders

Castro

Castro

Heidi Hayes

Maria Leonardi

Gladys

brad

Becky Pickard

Becky Pickard

Becky Pickard

Holly Beal

Holly Beal

Wendy Haas

Wendy Haas

Wendy Haas

Wendy Haas

Haithcox

Haithcox

Hardy-Powell

Stephanie Jenkins

Stephanie Jenkins

Suzette Miller

DePietro

DePietro

Andrea Seward

Ann Saunders

Ann Saunders

Ann Saunders

Heather Gaines

Anna Pudik

Anna Pudik



Teresa Davis

Jennifer Butler

Heidi Gaines

cindee roush

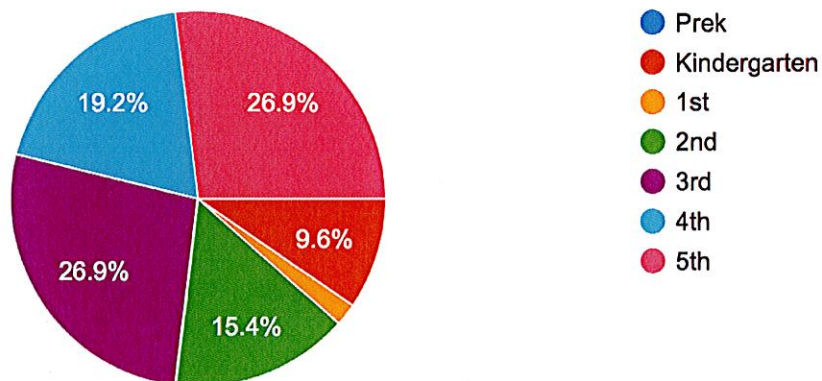
Lea Lanier

Cindee Roush

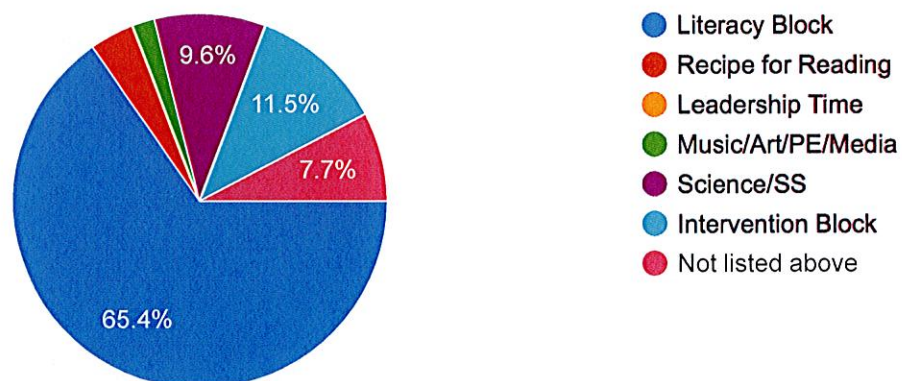
Linda Keller

Linda Keller

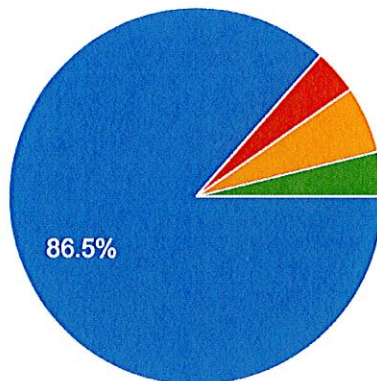
## Grade Level of Classroom Visiting (52 responses)



## Subject (52 responses)

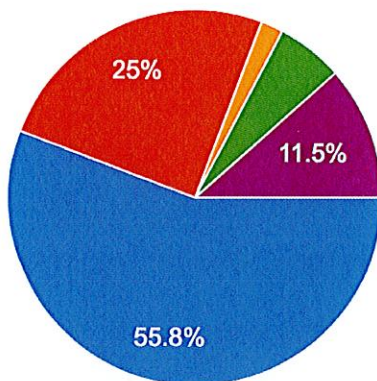


## Identified Learning Target- "I can" statements (52 responses)



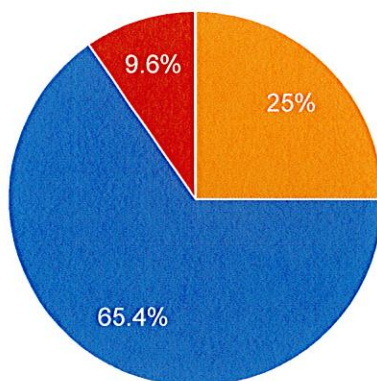
- Essential Questions/ "I Can" statements are posted and visible to students in kid-friendly language.
- Essential Questions/ "I Can" statements are posted but difficult to see.
- Essential Questions/"I Can" statements are posted but not relevant.
- Essential Question/"I Can" statement not posted.

## Identified Learning Target-Language Objective (52 responses)



- Essential Question/ "I Can" statements contain a language objective.
- Essential Questions/"I Can" statements do not contain a language objective.
- Language objective is not relevant to the lesson or does not make sense.
- Essential Question/"I Can" statement not posted.
- Some but not all "I Can" statements include a language objective.

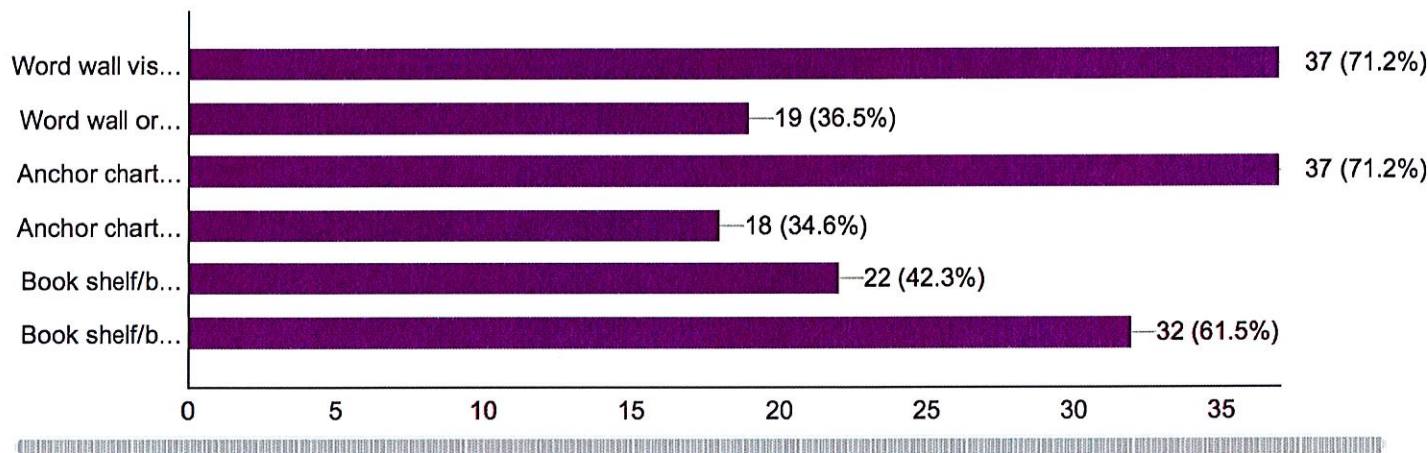
## Students are able to articulate lesson objective (52 responses)



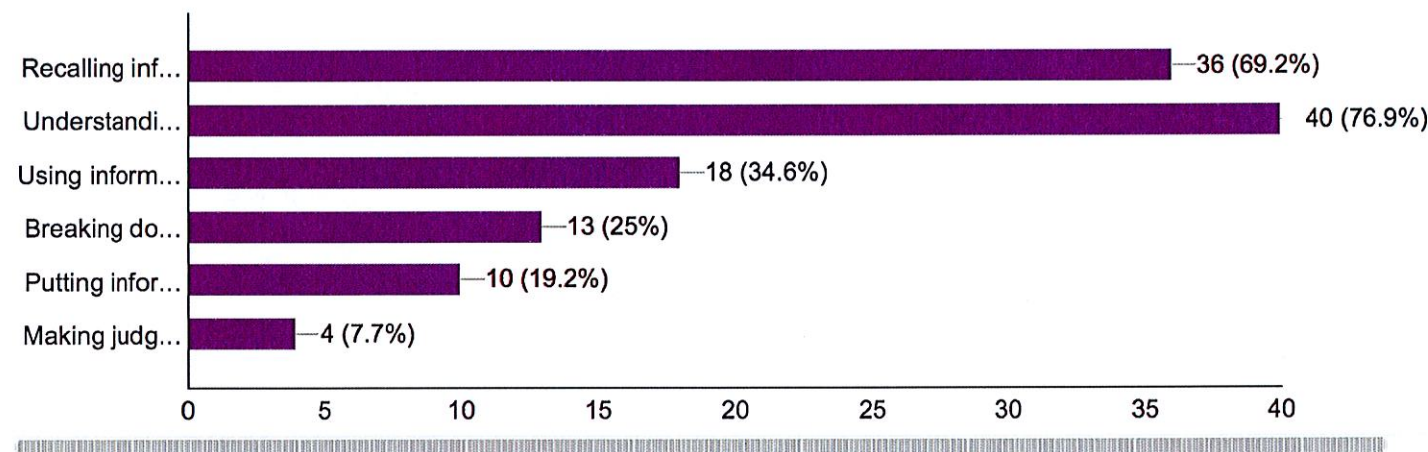
- yes
- no
- unable to ask



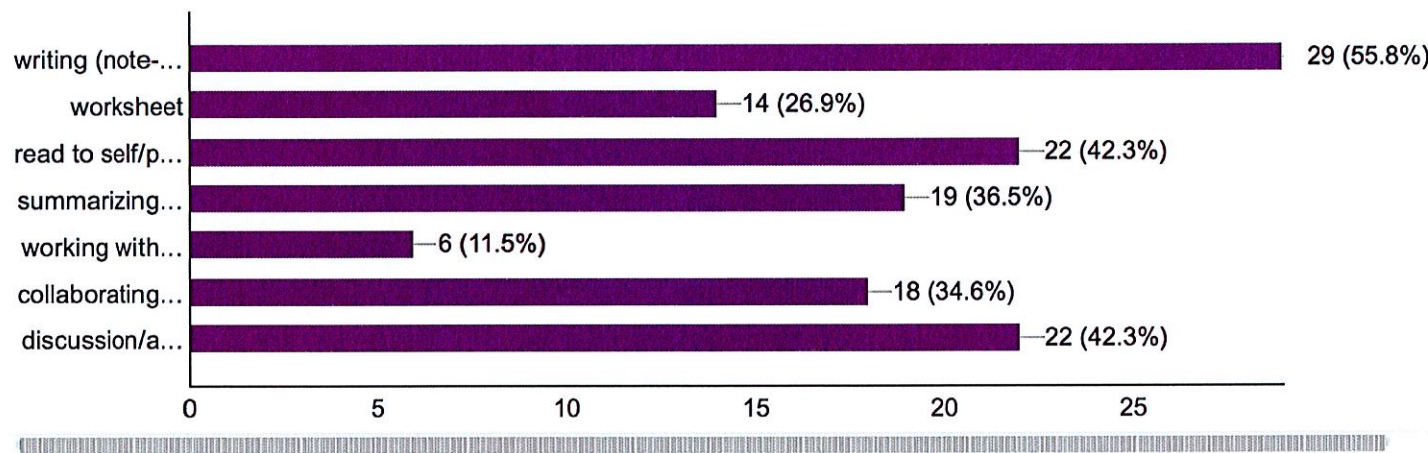
## Visual Resources for Literacy Support (52 responses)



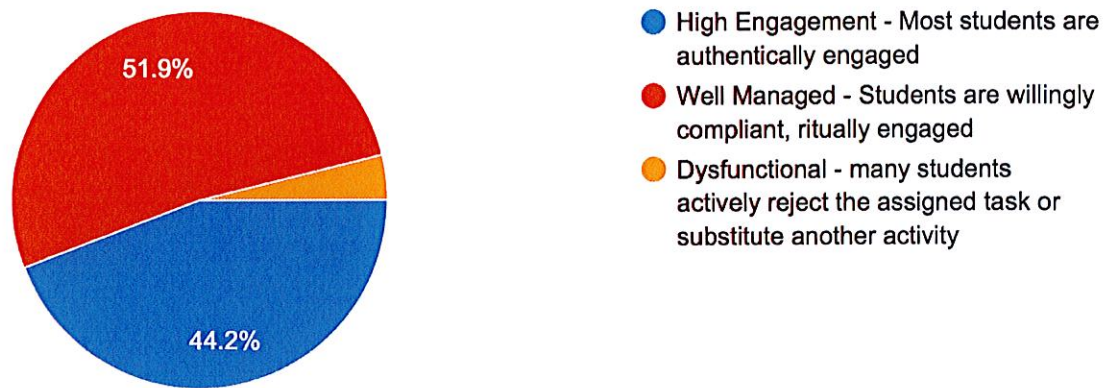
## Level of Rigor: Higher Order Thinking Skills (52 responses)



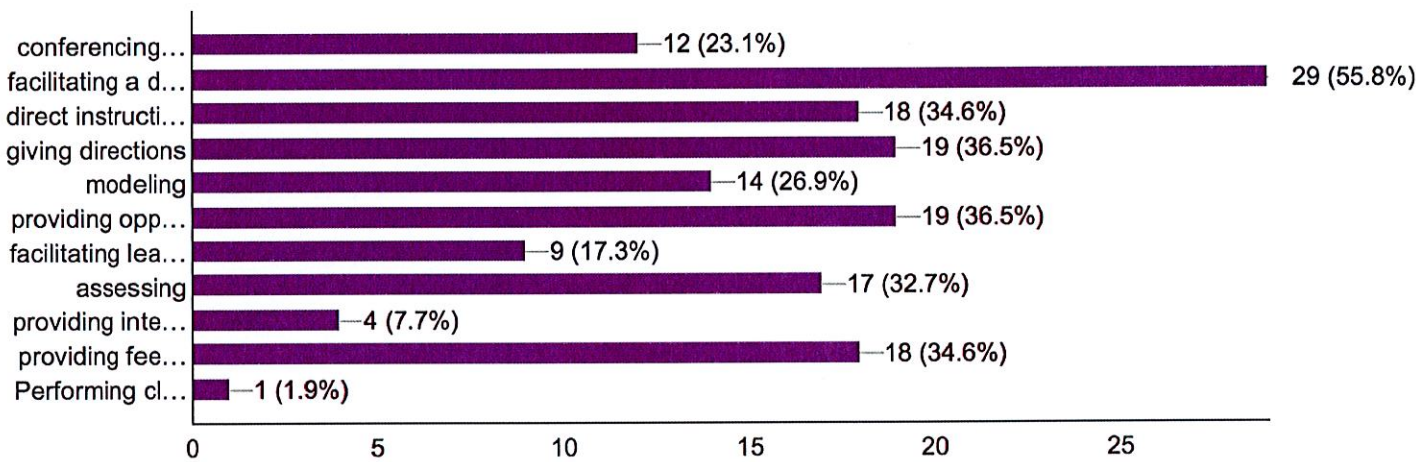
## Student Actions (52 responses)



Level of Engagement: Student Interaction (52 responses)



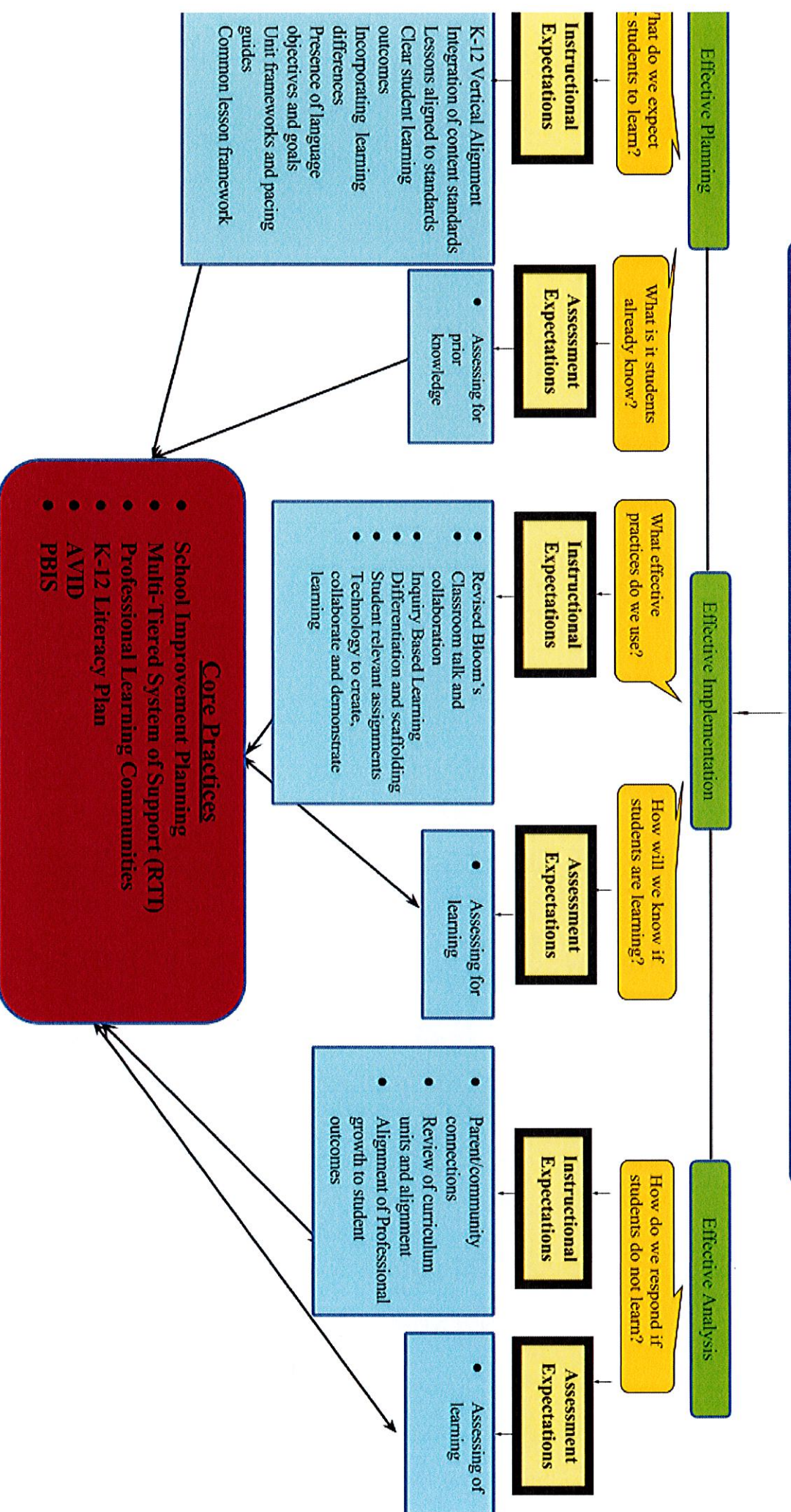
Instructional Practices (52 responses)





## Chatham County Schools Instructional Framework

**“Every child reads, writes, thinks and talks in every classroom every day”**  
NC New Schools







# INSTRUCTIONAL LEADERSHIP PRIORITIES

"CHARTING A COURSE FOR SUCCESS"

<p><b>Leadership Priority</b></p> <p><i>What are we asking principals to do? What are the key elements of effective instructional leadership?</i></p>	<p><b>Resources to Support</b></p> <p><i>What information do we have that can support principals in this priority?</i></p>	<p><b>How Will This Priority Be Used?</b></p> <p><i>What evidence will be collected? How will the priority be monitored?</i></p>
<p><b>Scheduling:</b> Administration will create a master schedule that maximizes instructional time and minimizes interruptions. A priority should be to keep students in core classroom instruction to the highest degree possible. Students should not be pulled from core instruction for interventions or specialists unless it is specified in an IEP, 504, or the administration has approved.</p> <p><i>NCEES Principal Standard: 2b</i></p>	<p>CCS Instructional Time Guides</p> <p>Scheduling Resources</p>	<p>We will have a variety of scheduling discussions throughout the year during level meetings. Discussions will also focus on roster verification and the "claiming" of students. Each school will turn in master instructional schedules by August 20th to Dr. Harness.</p>
<p><b>Multi Tiered Systems of Support (MTSS) Teams</b> will be in place at each K-8 school. Regular meeting time will be provided for teams. MTSS forms will utilized in K-8 schools. All schools should have an intervention/enrichment time built into the master schedule. Data will be used to determine student assignment to intervention/enrichment groups and services. High Schools should continue to use the SST process until MTSS training has occurred.</p> <p><i>NCEES Principal Standard: 2a, 3b</i></p>	<p><a href="#">CCS MTSS Site</a></p> <p><a href="#">CCS MTSS Handbook</a></p> <p><a href="#">CCS MTSS Paperwork</a></p> <p><a href="#">Intervention Resources</a></p> <p><a href="#">CCS Data Playbook</a></p>	<p>The MTSS IPF will visit each school team during the school year to provide feedback on team progress. MTSS data and EC "hit rates" will be used in principal meeting discussions and data discussions.</p> <p>Intervention/enrichment time will be discussed in principal meetings and level meetings during data discussions and scheduling discussions.</p>
<p><b>Lesson plans:</b> Administration will monitor lesson plans on a regular basis. Staff will be given feedback on lesson planning components. Quality Lesson Plans have evidence of standards/content, assessment, differentiation strategies, and use of technology.</p> <p><i>NCEES Principal Standard: 2a</i></p>	<p><a href="#">CCS Board Policy- Lesson Planning</a></p> <p><a href="#">Planbook.com</a> (optional resource)</p> <p><a href="#">Rigorous Curriculum Design</a> Info.</p> <p><a href="#">-RCD Overview Video</a></p> <p><a href="#">-RCD Book</a> (admins will get copy)</p> <p><a href="#">-RCD Training PowerPoint</a></p>	<p>Administrators can utilize any method you wish to monitor and hold staff accountable. During level meetings throughout the year we will ask for principals to bring lesson plan examples for review and activities. As we continue to develop and implement Rigorous Curriculum Units, lesson-planning discussions will be ongoing.</p> <p>The district will consider supporting the cost of lesson planning programs that schools may be using. You might also consider using Google, which is a free resource. Please contact Dr. Harness for details.</p>



Leadership Priority	Resources to Support	How Will This Priority Be Used?
<p><b>Instructional Walkthroughs:</b> Administration will conduct instructional walkthroughs on a weekly basis. Data from walkthroughs will be shared with staff or PLC/grade level/subject area teams. Walkthroughs include questions related to rigor, objectives, technology use, and other school instructional initiatives and priorities. The data from walkthroughs are used for trend analysis and PLC discussions. While walkthroughs can generate coaching support or feedback, the data should NOT be used for evaluation purposes unless it is absolutely necessary. Walkthroughs do not replace the formal evaluation requirements. <i>NCEES Principal Standard: 2a, 4c</i></p>	<p><a href="#">Example Walkthrough Tool using Google</a>  <a href="#">Walkthrough Funny Clip- Just Do It</a>  <a href="#">School Walkthrough Tool Examples</a>  Principal and AP session will be provided with Mike Rutherford (TBD)</p>	<p>During the year, we will conduct ASIS Instructional Walks with administration and instructional coaches. Walkthrough data will be used at level meetings throughout the year for instructional conversations. Principals will be asked to bring what data they have to guide discussions.</p>
<p><b>Instructional Priorities/Non-Negotiables:</b> Administrators will create and articulate instructional priorities for staff. The district will provide overall priorities and each school can create additional requirements. Having instructional priorities gives staff a clear understanding of what is most important.  <i>NCEES Principal Standard: 2a, 6b, 5d</i></p>	<p><a href="#">CCS Instructional Priorities 2015-2016</a></p>	<p>Administrators will be asked to share instructional expectations during level meetings in the fall. Time will be spent allowing schools to share examples and strategies in small groups. It is important to involve the school leadership team when creating these priorities.</p>
<p><b>Behavior Structures:</b> Each school will create a school-wide set of expected behaviors and a behavior plan. Schools will enter and monitor behavior referrals in Powerschool and/or SWIS. The MTSS process will be utilized for students who need Tier 2 or 3 supports. The behavior support referral form will be used when supports are needed beyond the school level. <i>NCEES Principal Standard: 5d</i></p>	<p><a href="#">CCS Behavior Resources</a>  <a href="#">Behavior Roadmap Training Schedule</a>  <a href="#">CCS Behavior Referral Forms</a>  <a href="#">CCS Code of Conduct</a>  SWIS Resources  <a href="#">MTSS Handbook</a></p>	<p>Specific training related to behavior structures will be provided throughout the year for school teams. A new IPF behavior position will assist with helping schools monitor behavior plans and interventions.</p>
<p><b>Data Driven Instruction and School Improvement:</b> Principals will utilize data in faculty meetings, leadership meetings, SIP/SIT meetings, and PLC/Team/Grade level meetings to model data expectations.  <i>NCEES Principal Standard: 2a</i></p>	<p><a href="#">CCS Data Playbook Resource</a>  <a href="#">CCS Data Google Folders</a>  Student Data Tracking Resources</p>	<p>Data discussions will occur at level principal meetings on a regular basis. Principals will be asked to bring specific data points and ASIS members will provide templates for analysis and reports that will assist with this expectation. Data will be monitored to measure ongoing SIP efforts.</p>
<p><b>PLC/Collaboration Structures:</b> Administration will provide time in the master schedule (where possible) to provide daily/weekly collaboration for teams. Administrators will attend meetings on a regular basis and/or have structures in place to monitor meeting agendas and minutes. Data will be the guiding force of PLC/Collaboration discussions.  <i>NCEES Principal Standard: 4a, 2a</i></p>	<p>PLC Resources  <a href="#">MTSS Handbook</a>  <a href="#">All Things PLC Site</a></p>	<p>PLC/Collaboration structures and tools will be discussed during level meetings and coach meetings. Schools will be asked to share examples of agendas, data tools, resources, etc. that they are using to guide teams.</p>
<p><b>School Improvement Process:</b> Administration will ensure that a school improvement team is in place and will discuss the SIP plan on a regular basis. Data will guide ongoing school improvement efforts. All SIP/SIT minutes will be posted on school websites in a timely manner to meet legal requirements.  <i>NCEES Principal Standard: 1c, 1d</i></p>	<p><a href="#">CCS SIP Template Site</a>  <a href="#">CCS SIP Requirements 2015-2016</a>  <a href="#">SIT and SIP Legal Requirements</a>  <a href="#">Guide</a>  <a href="#">CCS Board Approved SIP Plans</a></p>	<p>ASIS level directors will collaborate with principals to review SIP plans prior to board approval. Board approval will be required prior to posting on websites.</p>





# classroom instructional priorities

"CHARTING A COURSE FOR SUCCESS"

<p><b>Instructional Priority Area</b></p> <p><i>What are we asking teachers to do in classrooms? What are the key elements of quality instruction we would like to see in classrooms this year?</i></p>	<p><b>Resources to Support</b></p> <p><i>What information do we have that can support teachers in this priority?</i></p>
<p><b>Scheduling &amp; Bell-to-Bell Instruction-</b> Each school principal will create and submit a master schedule for instruction. Teachers will follow the instructional master schedule unless otherwise instructed by the principal. It is expected that students will be engaged in meaningful activities from bell-to-bell. Transitions and low engagement activities should be minimized to ensure high academic time on task. Teachers will establish and implement routines and procedures that minimize lost academic time.</p> <p><i>NCEES Teaching Standard: 2c, 4c</i></p>	<p>CCS Instructional Time Guides- (will be developed this year)</p> <p><a href="#">Example of tight transition (paper returning)</a></p> <p><a href="#">Example of "TT" moving to carpet</a></p> <p><a href="#">Example of teaching "TT" passing and returning papers routine</a></p> <p><a href="#">Using content in transitions</a></p> <p><a href="#">Strategies for transitions and time management</a></p>
<p><b>Core Curriculum-</b> It is essential that all classrooms in CCS follow the frameworks for core instruction to ensure that every student in our district is reading, writing, thinking, and speaking in every classroom every day. The following district guides (to the right) will be used to plan for daily instruction. We need to ensure that core instruction is protected as much as possible from pull out services and interruptions.</p> <p><i>NCEES Teaching Standard: 4b, 3a</i></p>	<p><a href="#">CCS Instructional Framework Document</a></p> <p><a href="#">CCS K-5 Literacy Framework</a>     <a href="#">Literacy Instructional Guide</a></p> <p><a href="#">CCS K-5 Math Framework</a>     <a href="#">Math Instructional Delivery Guide</a></p> <p><a href="#">CCS 6-8 Literacy Framework</a></p> <p><a href="#">Elementary School Units &amp; Pacing</a></p> <p><a href="#">Middle School Units &amp; Pacing</a></p> <p><a href="#">High School Units &amp; Pacing</a></p>
<p><b>Lesson Planning-</b> All instructional staff will create lesson plans to guide instruction each day. Lesson plans provide details around standards and content, assessment practices, strategies for differentiation, technology use, tasks and activities, etc. Each school principal will have a process for reviewing lesson plans on a regular basis.</p> <p><i>NCEES Teaching Standard: 3a, 4b, 4c, 4h</i></p>	<p><a href="#">CCS Board Policy- Lesson Planning</a></p>
<p><b>Essential Questions &amp; Objectives-</b> Essential questions and objectives are a critical part of planning for instruction. The objective and/or questions will be posted/presented in a student friendly manner so the student can make meaning from the written objective. The standard and objective will change on a regular basis as instruction changes. If you opt to utilize a pre-made resource, be sure that it is printed large enough for students to see. It is important that teachers refer to objectives throughout instruction. <i>NCEES Teaching Standard: 3a</i></p>	<p><a href="#">Objectives Training Power-Point</a></p> <p><a href="#">Posting Objectives Resources</a></p> <p><a href="#">Why Post Objectives?</a></p>
<p><b>RIGOR-</b> A common district theme will be increasing rigor across all content areas and classrooms. Teachers will learn strategies to raise rigor for student engagement and achievement. A variety of PD sessions will be provided throughout the year. Rigor in a classroom is creating an environment in which each student is expected</p>	<p><a href="#">CCS Rigor Resources</a></p> <p><a href="#">Rigor Beginning of Year Presentation</a></p>



to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels. <i>NCEES Teaching Standard: 3a, 4e</i>	<a href="#">Higher Order Thinking Questions on Teaching Channel</a>
<b>Accountable Talk-</b> A component of the CCS Common Instructional Framework includes an expectation that students will be “speaking” in each classroom every day. When students engage in meaningful discussion related to content they learn at high levels. <i>NCEES Teaching Standard: 3a, 4f</i>	<a href="#">CCS Accountable Talk Resources from coach meeting 2014</a> <a href="#">Accountable Talk Video Tutorial in 3 minutes</a> <a href="#">Accountable Talk Videos on Teacher Tube</a> <a href="#">Talk Moves from Teaching Channel</a> <a href="#">Text Talk Time example from Teaching Channel</a> <a href="#">Accountable Talk Ideas on Pinterest</a> <a href="#">Accountable Talk on Teaching Channel for 9-12</a> <a href="#">Leading a Text Based Discussion Tips and Tricks</a>
<i>*Note: We do not endorse everything found on Pinterest, but you can find some good accountable talk ideas there.</i>	
<b>Differentiation to Meet Student Needs-</b> Students come to our classrooms with a variety of needs. Students are best served utilizing small group instruction and materials that match student learning levels. Homework, vocabulary lists, reading selections, etc. should be targeted to student specific learning levels where possible. Guided reading and guided math structures are a great way to address this area in K-5 specifically. <i>NCEES Teaching Standard: 2d, 4c, 4b, 4a, 4f</i>	<a href="#">Guided Reading CCS Materials</a> <a href="#">Guided Math CCS Materials</a> Differentiation Resource (coming soon)
<b>MTSS Process and Intervention/Enrichment Blocks-</b> Teachers in grades K-8 will use the MTSS process for students who are in need of additional academic or behavioral supports. The MTSS paperwork will be used for Tier 1, 2, or 3 plans. Each school will have in the master schedule time for intervention/enrichment. Meeting time should be provided for MTSS teams to meet on a regular basis. Data will be used to determine the assignment of students to groups and services. High School Teachers will continue to use the SST process until MTSS training has occurred. <i>NCEES Teaching Standard: 4b, 4c</i>	<a href="#">CCS MTSS Site</a> <a href="#">CCS MTSS Handbook</a> <a href="#">CCS MTSS Paperwork</a> Intervention Resources (coming soon) <a href="#">CCS Data Playbook</a>
<b>Technology Integration-</b> Technology resources and tools are a necessary part of quality instruction in today’s classrooms. The teacher evaluation instrument specifically includes expectations for technology use and digital learning. Teachers and students will consistently utilize technology to enhance and maximize learning. <i>NCEES Teaching Standard: 3d, 4d</i>	<a href="#">SAMR Video- “SAMR in 120 seconds”</a> <a href="#">CCS Technology Savvy Users Guide</a> <a href="#">CCS Technology On-Demand Videos</a> <a href="#">CCS Technology Tools</a>
<b>Use of Data to Drive Instruction-</b> Data is at the core of what every teacher and PLC team does to ensure student success. PLC teams will review screening data to identify students who are at risk of academic failure or who may need enrichment/acceleration. Teachers/teams will use formative assessment data to review trends that can help modify instruction and determine necessary interventions and supports for students. Teachers will follow the assessment schedule set forth by the district and the school principal. <i>NCEES Teaching Standard: 1a, 4h, 4b</i>	<a href="#">CCS Data Playbook</a> <a href="#">CCS District Data Reports</a> <a href="#">CCS 2015-2016 Assessment Chart</a> <a href="#">Schoolnet Log In</a> <a href="#">Schoolnet Help Guides</a>
<b>Clear Behavior Expectations-</b> Every teacher will have a class set of positively stated expectations and will teach expected procedures and behaviors during the first 2 weeks of school. Each school will create a school-wide set of expected behaviors. Schools will monitor behavior data in Powerschool and/or SWIS. Schools will utilize the MTSS problem-solving model for students who need additional behavioral supports. <i>NCEES Teaching Standard: 2a, 2c</i>	<a href="#">CCS Behavior Resources</a> <a href="#">CCS Behavior Site</a> <a href="#">CCS Behavior Referral Form</a> <a href="#">Example Classroom management Video with tips</a>

- **Instructional Non-negotiables**

- Expose students to grade-level complex texts and do an interactive read-aloud daily.
- Teach decoding strategies and non-decodable words 4 x week for 30 minutes.
- Every student who is not on grade level should receive guided reading on their instructional level 3 x week for 20-30 minutes.
- Incorporate higher-order thinking skills and TRC written response stems as a part of everyday literacy instruction in *written and oral forms*. (Fourth and fifth grades are currently phasing in TRC written responses.)
- Literacy lesson plans posted to Google Docs weekly. It was suggested by several staff that we be permitted to create a literacy unit and upload one document that might last more than one week. (Not necessarily uploading one literacy plan document per week, but each week will still be well-planned and documented in the Google Docs folder.)
- Literacy block for each grade level should last 120 minutes daily.
- We are practicing the comprehension strategy of summarizing on a regular basis.
- Efficient Transitions
- Guided Math



### Kindergarten

Leadership Time	Literacy Block	Recipe for Reading	Specials	Intervention Block	Writing	Lunch	Math	Recess	Units
7:55-8:10	8:10-9:40	9:40-10:10	10:10-10:50	10:50-11:35	11:35-12:10	12:10-12:55	12:55-1:50	1:50-2:20	2:20-2:55

### First Grade

Recipe for Reading	Specials	Literacy Block	Leadership Time	Lunch	Math	Recess	Science & Social Studies	Intervention Block
7:55-8:25	8:25-9:10	9:10-10:45	10:45-11:00	11:00-11:35	11:35-12:50	12:50-1:20	1:20-2:05	2:05-2:55

### Second Grade

Literacy Block	Recipe for Reading	Intervention Block	Leadership Time	Specials	Lunch	Math	Recess	Science & Social Studies
7:55-9:25	9:25-9:55	9:55-10:40	10:40-10:55	10:55-11:40	11:40-12:15	12:15-1:25	1:25-1:55	1:55-2:55

### Third Grade

Recipe for Reading	Literacy Block	Recess	Science & Social Studies	Math	Lunch	Intervention Block	Specials	Leadership Time
7:55-8:25	8:25-9:55	9:55-10:25	10:25-11:10	11:10-12:35	12:35-1:10	1:10-1:55	1:55-2:40	2:40-2:55

### Fourth Grade

Literacy Block or Math	Recess	Science & Social Studies	Lunch	Leadership Time	Math or Literacy Block	Specials	Intervention Block	Recipe for Reading
7:55-9:25	9:25-9:55	9:55-10:40	10:40-11:15	11:15-11:30	11:30-1:00	1:00-1:45	1:45-2:25	2:25-2:55

### Fifth Grade

Science & Social Studies	Math or Literacy Block	Recipe for Reading	Recess	Lunch	Specials	Leadership Time	Literacy Block or Math	Intervention Block

7:55- 8:55	8:55- 10:25	10:25- 10:55	10:55- 11:25	11:25- 12:00	12:00- 12:45	12:45- 1:00	1:00- 2:25	2:25- 2:55

# CHATHAM

## COUNTY SCHOOLS

### 2015-2016 SUPPORT PLAN MEETING NOTES

#### VIRGINIA CROSS ELEMENTARY

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SUPPORT PLAN SPREADSHEET    CCS DATA FOLDER    SUPPORT PLAN REQUIREMENTS

**MEETING DATE: OCTOBER 22, 2015**

**MEETING TOPICS:**

- adding items to support plan...OG Advanced Training possibility
  - March Cook Supplies to support guided math and adding rigor to centers
  - District optional trainings for guided math (based on feedback)
  - Beamon training for ESL teachers
  - MTSS support in monthly PLC meetings
  - Walk through meeting dates Nov. 17, Feb 9, April 12
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**MEETING DATE: DECEMBER 14, 2015**

**MEETING TOPICS:**

- Walk through follow-up (Walk through was November 9, 2015)
  - Review and status of Support Plans
  - Discussed she felt the first semester has been going
  - Discussed what she sees for second semester...any additional supports needed?
  - Next walk through date February 10th.
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**MEETING DATE:**

**MEETING TOPICS:**

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